



Regional and Local Plans

Minnesota's Workforce Development System under WIOA

Program Years 2016 & 2017

Submitted by

RWDA:

Regional Workforce Development Area 1

LWDA:

**Rural Minnesota CEP, Inc. Local Workforce
Development Area 2**

Department of Employment and Economic Development

1st National Bank Building | 332 Minnesota Street | Suite E200 | Saint Paul, MN 55101-1351

Phone: 651-259-7544 | 800-657-3858 | Fax: 651-215-3842 | TTY/TDD: 651-296-3900

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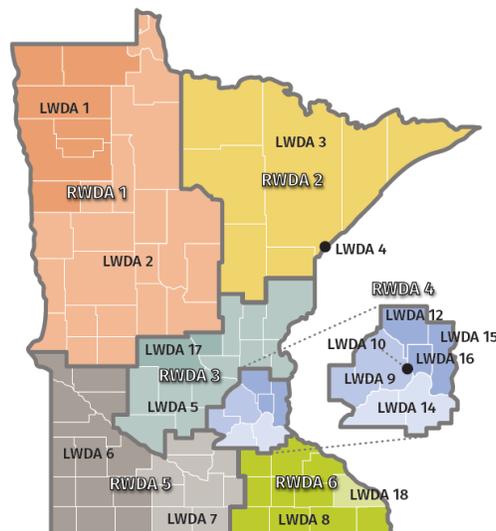
INTRODUCTION

The purposes of the WIOA are the following:

- (1) To increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training and support services they need to succeed in the labor market.
- (2) To support the alignment of workforce investment, education and economic development systems in support of a comprehensive, accessible and high-quality workforce development system in the United States.
- (3) To improve the quality and labor market relevance of workforce investment, education and economic development efforts to provide America's workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America's employers with the skilled workers the employers need to succeed in a global economy.
- (4) To promote improvement in the structure of and delivery of services through the United States workforce development system to better address the employment and skill needs of workers, jobseekers and employers.
- (5) To increase the prosperity of workers and employers in the United States, the economic growth of communities, regions and states and the global competitiveness of the United States.
- (6) For purposes of subtitle A and B of title I, to provide workforce investment activities, through statewide and local workforce development systems, that increase the employment, retention and earnings of participants, and increase attainment of recognized post-secondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers and enhance the productivity and competitiveness of the Nation.

Workforce Development Areas

Minnesota has designated six Regional Workforce Development Areas (RWDAs) in the state that represent a combination of Local Areas, as defined in WIOA, and Economic Development Regions, as defined in other federal law. These Workforce Development Areas have been approved and adopted by the Governor and the chief local elected officials of the Local Areas.



Each Regional Workforce Development Area is responsible for submitting a Regional Plan, inclusive of the Local Plans of the Local Workforce Development Areas. The Regional and Local Plans will align with the strategic vision set by the Governor, address the regional needs of the workforce and business communities and comply with the planning requirements as determined by the State of Minnesota's Department of Employment and Economic Development and the U.S. Department of Labor and applicable federal and state statutes.

Minnesota's Vision for the Workforce Development System

Vision Statement:

A healthy economy, where all Minnesotans have or are on a path to meaningful employment and a family sustaining wage, and all employers are able to fill jobs in demand.

This vision statement was developed through Minnesota's participation in the National Governor's Association's Policy Academy on Career Pathway Models. Minnesota's effort engaged seven state agencies and has influenced workforce development thinking at the system level. It is fitting to continue to move forward with pursuing the implementation of WIOA under this inclusive effort.

Mission:

The creation of a Career Pathway System that aligns local, state and federal resources, policies and services to meet the workforce needs of business and industry and improves access to employment, education and training services for Minnesota's current and future workforce.

Rationale:

The economic conditions of the 21st century require a more responsive approach to meeting the needs of business and industry; and the growing diversity of the workforce population. As economies become more global, competition will continue to increase and pressures on the inputs of production, specifically the timing, availability and skill base of the workforce. Rediscovering the value proposition of the Workforce Development System is critical to responding to the 21st century economy.

A Career Pathway System approach will position the needs of a skilled workforce at the center of the system, recognizing the important role of a "dual customer" approach – businesses and workers. Businesses will lead sector strategies that address the most critical growth needs in occupations that support family sustaining wages. The diverse needs of workers will impact the design and delivery of employment and training programs and services to fulfill these employment needs and their career goals.

SECTION A: REGIONAL PLAN

REGIONAL LEADERSHIP APPROACH

The regional leadership approach describes how the local area boards within each regional workforce development area will define and coordinate the strategic priorities established by the Governor under WIOA.

1. Describe the selection process for the membership who will provide the leadership to oversee the development and coordination of the regional plan.

Through a joint meeting, key personnel from NWPIC and RMCEP were selected as the core leadership group to oversee the development and coordination of the regional plan. This included the Executive Directors from both LWDA's, the Regional Career Counselor Coordinator, and the RMCEP Director of Operations, who serves as lead plan writer.

2. Describe how the selected organizations from the region will provide oversight to development and implementation of the regional plan. Complete **Attachment A – Regional Oversight Committee**.

Through local area Workforce Development Board (WDB) meetings in each LWDA, a core group of Workforce Development Board members will join the above described Regional Leadership Planning Team to provide oversight and development of the regional plan. This oversight and development includes meetings of this joint group, integration of input, and approval of the direction and content of the final written plan.

3. Describe how the approach used will ensure that partner engagement includes diverse representation, specifically among populations experiencing barriers to employment.

Diverse partnership engagement is ensured through the outreach to and inclusion of persons, leaders, and entities that represent these populations. Examples include the inclusion at various stakeholder meetings of membership from the population of Native Reservations in Regional Planning Area 1, entities that work with the refugee and immigrant population, and social services. At stakeholder meetings held to date, entities representing diverse populations and those who serve populations with barriers to employment included social services financial workers, staff from the local Tribal College, ABE, and membership from the Leech Lake Band of Ojibwe, to name a few. At each stakeholder meeting, attendees are asked who else should be at these meetings, to ensure a broad but representative stakeholder group.

4. Describe how performance negotiations will be managed among the local workforce development areas within the region.

Performance measures and how they will be measured at the local levels has not yet been established by the state. LWDA's 1 and 2 will work collaboratively in the negotiations process once clarity has been obtained from DEED.

5. Describe any additional goals being set by the regional leadership or individual local area boards.

At present, the regional leadership has set goals for the next year as follows: 1) Conduct SWOT analysis or Risk Assessment on Region-wide basis; 2) Develop common vision for a skilled workforce; and, (see chart below)			
Event	Lead	Timeframe	Complete
<u>Regional Planning/RC3</u> - Develop plan to continue work	Executive Staff Committee	May/June 2016	
<u>RC3</u> - Engage Secondary/Post Secondary Perkins Consortiums/ Service Coops.	Craig Nathan	May/June 2016	
<u>Regional Planning</u> - Engage RDC's (Develop MN Plan) and strategies to collaborate	Craig Nathan	June/July 2016	
<u>Regional Planning</u> - Engage WFC Partners Summer Meeting	Executive Staff	July 2016	
<u>Regional Planning – Engage ABE Consortia</u>	Craig Nathan	July 2016	
<u>RC3</u> - Engage Secondary and Post Secondary Education/Perkins Consortia	Craig Nathan	May - August 2016	
<u>Regional Planning</u> - Engage Business and Trade Associations	Craig Nathan	September/October 2016	
<u>Regional Planning/RC3</u> - Review Plans and progress	Executive WDC Committee	Sept/October 2016	
<u>RC3</u> – Update Plan for Legislature	Executive Staff Committee	September/October 2016	
<u>Regional Planning/RC3</u> – Report Progress to both WBS	Craig Nathan/Dan Wenner/Kristine Anderson/Vicki Leaderbrand	October/November 2016	

6. Describe how the local area boards will direct system alignment within the region through shared policies and practices.

NWPIC and RMCEP began sharing policies and best practices prior to the concept

of Regional Planning. We have begun to formalize this process through sharing of policies, adapting practices and providing training. We plan to continue these efforts and have already had several meeting of Executive level personnel along this discussion line.

7. Describe any cooperative service arrangements being planned for the region and how they will promote consistency within the regional workforce development area and with state policy.

NWPIC and RMCEP will consider and determine the need, format, and content of a cooperative service agreement to promote consistency within the region and align with state policy as we continue in our Regional Planning efforts. We will begin by reviewing current service arrangements of Memorandums of Understanding (MOU) in both LWDAs.

REGIONAL STRATEGIC PLANNING

The strategic planning component of the Regional Plan addresses three elements: strategic analytics, strategic approach and strategic operations. The overarching theme is to engage regional stakeholders in the process of establishing the strategic plan and to ensure that decisions are data driven and that the data can be used to measure gains and identify needs for improvement.

Strategic Analytics: *The assessment of the regional workforce development area focuses on key conditions. These conditions are detailed in the following response needs.*

8. Describe the condition of the regional economy and cite the sources of data and analysis.

Northwest Minnesota has consistently reported higher unemployment rates than the rest of Minnesota. The unemployment rate in this region has been about 1% above the state rate from 2005 to 2008, even though this gap was narrowed in 2009 at the height of the recession. In June 2015, the unemployment rates for Economic Development Regions (EDR) 1, 2, and 5 were 4.8 percent higher than the state rate. This unemployment trend is a strong reflection of the condition of the regional economy. There are pockets of economic strength around the larger cities, but most of this region is very rural.

Household incomes are significantly lower in the Northwest Region than the rest of the state. The median household income ranged from \$36,928 in Wadena County (the lowest in the state) to \$54,206 in Stevens County. 52% of the households in this region had incomes below \$50,000 in 2013, compared to 42.4% statewide. This compares to the cost of living in this area, which averages to \$57,408 for a family of 4, with one full-time working adult, one part-time working adult, and 2 children. The highest monthly costs are for transportation, food and housing.

Per capita incomes were also lower in this region than the state, at \$25,037 in 2013, compared to \$30,913 statewide. Per capita incomes ranged from \$22,349 in EDR 2 to \$26,205 in EDR 4.

Northwest Minnesota has seen employment growth over the past decade, gaining 5,615 net new jobs from 2004 to 2014. However, the region experienced ups and downs during the last 10 years. The region was growing more slowly than the state prior to the recession, but also saw smaller declines during the recession

and therefore had a shorter road to recovery. Like the state, the region fully recovered all of the jobs lost during the recession by 2013, enjoying a 4.2 percent gain between 2010 and 2014, compared to the state's faster 6.5 percent increase. According to DEED's Quarterly Census of Employment & Wages (QCEW) program, Northwest Minnesota was home to 16,547 business establishments providing 216,219 covered jobs through 2014, with a total payroll of just over \$7.7 billion. That was about 8 percent of total employment in the state of Minnesota. Average annual wages were \$35,776 in the region, which was over \$15,000 lower than the state's average annual wage. EDR 4 – West Central is the largest economic development region in Northwest in terms of employment, with 87,025 jobs at 6,737 firms; followed by EDR 5 – North Central with 60,547 jobs at 4,840 firms. EDR 2 – Headwaters was the smallest economy with 30,646 jobs, while EDR 1 – Northwest had the highest average annual wages in the region at \$39,000, though that was still \$12,500 less than the state. EDR 4 saw the largest job growth from 2010 to 2014, adding almost 4,000 jobs in that time. However, all four regions in Northwest added jobs since 2010, with the fastest increase occurring in EDR 2. All four regions in Northwest also gained jobs in the past year, with the region nearly matching the state's rate of job growth from 2013 to 2014.

From *The Northwest Minnesota Economic and Business Conditions Report - 4th Quarter 2015*:

A steady pace of economic activity is expected in Northwest Minnesota over the next several months according to the predictions of the St. Cloud State University (SCSU) Northwest Minnesota Index of Leading Economic Indicators (LEI). Two of the five components of the leading index were lower in the fourth quarter and the LEI were essentially unchanged at -0.24 points. A fall in the Rural Mainstreet Index (which signals a more challenging macroeconomic environment for rural America) and a rise in initial jobless claims were the two components that helped drag down the LEI. Increased new filings for incorporation and limited liability companies (LLCs) and a rise in the number of residential building permits in the Fargo/Moorhead and Grand Forks/East Grand Forks areas contributed favorably to the regional outlook. Improvement in consumer sentiment was also a positive indicator in the fourth quarter.

There were 923 new business filings with the Office of the Minnesota Secretary of State in Northwest Minnesota in the fourth quarter of 2015 — representing a 7 percent increase from one year ago. 112 new regional business incorporations were recorded in the most recent quarter, a 7 percent increase from the same quarter in 2014. In the fourth quarter, new LLC filings in Northwest Minnesota were up 6.1 percent from one year earlier—increasing to 504. New assumed names totaled 259 in the fourth quarter—1.5 percent fewer filings than the same period in 2014. There were 48 new filings for Northwest Minnesota non-profits in the fourth quarter—41.2 percent more filings than one year ago.

Employment of Northwest Minnesota residents increased by 3.6 percent over the year ending December 2015. The regional unemployment rate was 5.2 percent in December, significantly lower than one year ago. Initial claims for unemployment insurance in December were 789 higher (an increase of 16.7 percent) than in December 2014. The average weekly wage rate in Northwest Minnesota was \$680 in the second quarter of 2015, an annual increase of 2.6 percent. The regional labor force expanded by 11,517 (a 3.9 percent increase) from one year earlier and the region's total bankruptcies fell to their lowest level in several years.

The Fargo/Moorhead Metropolitan Statistical Area (MSA) experienced a mixed economic performance over the past quarter. This MSA tallied gains in overall employment (but decreased employment in two key sectors), a rise in average hours worked, an increased work force, and a lower unemployment rate. This was offset by reduced valuation of residential building permits, lower average hourly earnings, higher initial jobless claims, and a higher cost of living. Economic activity in the Grand Forks/East Grand Forks MSA was similarly mixed in the fourth quarter. Higher overall employment, a lower unemployment rate, a rising labor force, and higher average hourly earnings were offset by declining weekly work hours, a reduction in the value of residential building permits, increased initial jobless claims, and flat manufacturing employment.

Citations

MacDonald, Richard A. and Banaian, King, "Northwest Minnesota Economic and Business Conditions Report - Fourth Quarter 2015" (2016). *Northwest Minnesota Economic and Business Conditions Report*. Paper 8. http://repository.stcloudstate.edu/qebcr_nw_mn/8

Bodin, Chet. "2015 Regional Profile" (October 1, 2015)

Minnesota Department of Employment and Economic Development (DEED) Labor Market Information (LMI).

DEED Local Area Unemployment Statistics (LAU)

DEED Quarterly Census of Employment & Wages

U.S. Census Bureau, 2009-2013 "American Community Survey 5-year Estimates."

DEED Cost of Living Tool

9. Describe the condition of the regional workforce and cite the sources of data and analysis.

To understand the condition of the regional workforce in this region, it is important to understand its population characteristics. One of the fastest growing non-metro

area in the state, the population in Northwest Minnesota has increased by 6.1% from 2004-2014, as compared to a 10.9% increase in the state. The population in the northwest region is older than in Minnesota as a whole. Fully one-third of the population is above the age of 55. This region has over 5% fewer people in the 24-54 year-old age group than the state. Northwest Minnesota is expected to continue to see population growth for the next 20 years (projected 7.1%) as compared to the state at 10.8. Most of this population growth will be in the older age groups.

LABOR FORCE LABOR FORCE CHANGE, 2000-2014:

According to data from DEED's Local Area Unemployment Statistics, Northwest Minnesota had an annual average labor force count of just over 297,000 workers through 2014. In line with the region's population increase, Northwest added over 22,000 workers since 2000, increasing from 275,256 available workers in 2000 to 297,374 workers in 2014. This 8.0 percent increase in available workers was the second highest growth rate of the six planning regions in the state, behind just Central Minnesota and ahead of the Twin Cities. Northwest Minnesota added nearly 10,000 workers during the recession from 2007 to 2011, but since then has seen less growth.

LABOR FORCE PROJECTIONS, 2015-2025:

Even if Northwest Minnesota's population changes at the projections described above, the region would be expected to see a decline in the labor force over the next decade. Applying current labor force participation rates to future population projections by age group creates labor force projections for the region, which show a small drop in workforce numbers due to the Baby Boom generation.

The labor force will see a significant shift over time, with small but rapid gains in the number of workers aged 65 years and over against huge declines in the number of workers aged 45 to 64 years. However, the region is still expected to see gains in the number of entry-level workers and 25 to 44 year olds, which will remain the largest segment of the workforce. This will lead to a tight labor market in the future, with employers needing to respond to changing labor force availability in the region.

EMPLOYMENT CHARACTERISTICS, 2013:

With just 64.9 percent of the population aged 16 years and over in the labor force, Northwest had much lower labor force participation rates than the state's 70.3 percent. The region had lower labor force participation rates for every age group except 16 to 19 year olds. Age groups 55 and older had the lowest labor force participation rates when compared to state averages. Northwest also had much lower participation rates for most race groups, except American Indian and Asian workers. However, American Indians had a huge unemployment rate disparity in the region, as did Hispanic or Latino workers. Northwest had more than 17,000 veterans in the labor force in the region, with relatively low unemployment rates. In contrast, unemployment rates were highest for young people, minorities, workers with disabilities, and people with lower educational attainment.

Citations

Bodin, Chet. "2015 Regional Profile" (October 1, 2015)

Minnesota Department of Employment and Economic Development (DEED) Labor Market Information (LMI).

DEED Local Area Unemployment Statistics (LAU)

DEED Quarterly Census of Employment & Wages

Minnesota State Demographic Center

10. Describe the condition of the regional workforce development system and cite the sources of data and analysis (SWOT analysis).

In the Northwest Workforce Development Area (NWPIC), the local board had previously designated a single Workforce Center located in Thief River Falls. This location is centrally located in the seven county local area and the physical office is located on the Northland Community and Technical College campus. Local staff at the Workforce Center includes the following core partners: Northwest Private Industry Council (local board and WIOA administrative entity); Inter-County Community Council (contracted provider for WIOA Adult, Dislocated Worker, and Youth career services, as well as independent recipient of Minnesota Youth Program and Senior Employment Services funding); State of Minnesota Department of Employment and Economic Development/DEED Job Service Staff/Wagner-Peyser, Contracted provider of MFIP/TANF and SNAP employment services for several local counties, and Vocational Rehabilitation Services. Adult Basic Education also has a classroom on the Northland college campus, but does not co-locate in the same office suite. Other core services that are available for phone referral include Veterans Services and Business Services.

In LWDA 2, Rural Minnesota CEP, Inc. is the service provider and WIOA administrative entity, administering WIOA Adult, WIOA Dislocated Worker, MN State Dislocated Worker, WIOA Youth, Minnesota Youth, and Senior Community Service Programs. RMCEP also contracts with 19 counties to provide MFIP/TANF and SNAP services.

There are eight Workforce Centers in LWDA 2: Alexandria, Bemidji, Brainerd, Detroit Lakes, Fergus Falls, Little Falls, Moorhead and Wadena. The RMCEP Administrative Offices are located in Detroit Lakes. All services are provided through these WorkForce Centers. Core partners in the WorkForce Centers include Wagner-Peyser staff that provide DEED Job Services, Vocational Rehabilitation Services and the State Services for the Blind. Not all partners are permanently located at each center, but all centers have access to partners through itinerant, scheduled visits to each center.

Our ABE partners are located in their respective communities and often are co-located with our MnSCU partners.

Both the NWPIC and RMCEP have traditionally worked together on various projects and programs and have already begun to share best practices, policies and procedures. The regional efforts begun with this plan are a natural progression in this partner relationship.

Over the course of the next year as a function of Regional Planning, we plan to jointly

conduct a SWOT analysis or Risk Assessment that will assist us as we move forward in these efforts. SWOT or Assessment topics may include strategic, financial, governance, operational and regulatory issues.

11. Describe the regional workforce development area's vision for a skilled workforce.

The Region's vision for a skilled workforce will be developed through our regional planning efforts in this upcoming year. Regardless, both LWDAs hold as priorities meeting employers' workforce development needs through training potential employees to meet those needs. We believe that work is the key to a successful life; from providing a sustaining wage to individuals to providing skilled workforce to area employers, who can then provide goods and services allowing for stronger economies in Northwest Minnesota.

Strategic Approach: *The core areas of the strategic design focus on priorities of the Governor and the system of service delivery.*

Area 1 – Sector Partnerships

12. Describe how the region will use the labor market information and conduct outreach to business and industry to select the targeted sectors for developing career pathways for occupations in demand that provide family sustaining wages. If sectors and occupations have been already selected, describe them within this response. Complete **Attachment G – Local Workforce Development Area Key Industries in Regional Economy**.

The Stakeholder meeting held on April 6, 2016 thoroughly reviewed labor market information via the Regional Profile to identify workforce demographics, projections and occupations in demand. Our local Labor Market Analyst is a member of our core stakeholder group. NWPIC and RMCEP constantly utilize the DEED LMI site as well as other reliable source data to determine local and regional workforce development conditions, projections and needs.

At this particular meeting, the stakeholders identified several industries of note (see Chart G) and also held a detailed discussion of area labor market trends that need to be addressed in Planning Region 1.

Final industries, sectors and/or occupations to target for developing career pathways have not yet been finalized, but will be based on labor market data.

13. Describe how the make-up of the sector partnerships will be determined and the expertise and resources they bring to the partnership.

The make-up of the sector partnerships will be determined once the targeted industries/sectors have been finalized. We expect not only industry representatives of the respective sector, but also entities that provide training (MnSCU, ABE), agencies that work with issues that are barriers to employment, and agencies that work with minorities and other populations experiencing employment disparities, youth, and service providers to be involved in the sector partnership. This broad, yet specific partnership will be able to bring their respective expertise to address issues and begin to map a valid career pathway that will lead to sustainable employment.

14. Describe how the partnership(s) will work toward developing and implementing a career pathway sector strategy during the two years of this plan. If sectors and occupations have not been selected, address the process for these decisions within this response.

We plan to develop the partnership as describe above. Several stakeholder meetings will be held to address the issues and trends of the identified sector, identify any current career pathway model within that industry, and develop a comprehensive career pathway as a result of the expertise brought to the table by the partnership.

Key to this effort is that the pathway must be business-led.

Through these efforts, our plan is to:

- Be responsible for mapping the pathway according to sector input.
- Ensure core program activities are aligned with the sector partnership.
- Identify the skills and credentials for occupations in the pathway according to sector input and along a continuum of career advancement.
- Identify ways to include experiential learning in the pathway.
- Train service provider staff in providing targeted career services for the pathway.
- Ensure the focus on educational pipelines that link skills and credential requirements from K-12 to ABE to post-secondary opportunities.
- Identify additional supports and strategies to serve low-skill, low-wage individuals.

Area 2 – Stakeholder Engagement

15. Describe the process for identifying the characteristics, size and scope of populations not fully benefiting from the economic recovery, experiencing factors such as high unemployment, lack of credentialed skills and other barriers to employment.

Using data available through the Regional Profiles, LMI, State Demographics, Census, Unemployment Statistics, and other valid resources, we will identify these criteria. Through our stakeholder meetings, we will verify these data and gather local trend data. The resulting data and verifying process will provide us with solid information to begin to develop strategies to address these discrepancies.

For example: We know that our Native American populations face very high unemployment on the 3 reservations within our collective service area. We also know there are high levels of poverty within our service area counties. We plan to expand our exploration to focus on developing strategies to more closely align workforce development efforts to meet these specific needs.

16. Describe who will be included in the broad stakeholder engagement to address a targeted number of socio-economic issues faced by diverse populations.

Once we have identified the issues through the processes described above, we will

include stakeholder entities that a) work with populations facing the identified socio-economic issues and, b) represent that population. An example is the inclusion of entities that assist refugees and immigrants, tribal council members, or MFIP service providers. Employers are also key to this engagement because they bring to the table their expertise, solutions and/or barriers they have already experienced in employing diverse populations with socio-economic issues.

NWPIC and RMCEP already have well-established partnerships with community organizations and entities that have specializations in working with diverse populations. Inclusion of these partners in our stakeholder groups is a natural part of our collective regional planning process.

17. Describe how this engagement will impact the development and implementation of the selected sector strategies during the first two years of this plan.

As noted above, this engagement will allow us to identify the causes of barriers and recommend additional strategies, supports and resources that can be brought to ensure successful access to employment and training services and to career pathways.

Area 3 – Employment & Training Program Design

18. Based on the regional/local assessment of workforce development system services, describe how strategies will be created to pursue a more responsive alignment of employment and training services, based on career pathway thinking.

Again, part of our plan is to conduct a SWOT analysis or Risk Assessment to identify ways we can build on our collective strengths and successes and strengthen our collective weaknesses to better provide services to our customers and clients across the region. We will develop these strategies through our stakeholder engagements to provide for a broad perspective.

We will more closely align the entry to career pathways with our ABE partners, as appropriate. The contextualized bridge courses that work with basic skills along a career pathway continuum has proven effective for this region in the past. We hope to expand and create a more seamless entry point, as appropriate with clients, in this venue with ABE.

19. Describe how the entities responsible for participating in this process will be selected, including their expected roles and responsibilities.

Largely as a result of the outcomes of our analysis, the entities responsible will be identified. As noted above, for example, we have already identified a need to more closely align career pathway entry with our ABE partners. Training providers, business and industry, service providers, social assistance providers, entities that work with diverse populations or with specific socio-economic disparities will most likely be among those identified in the analysis.

20. Describe how the outcomes will be determined in terms of employment and training services modeling career pathway thinking by the end of the two year plan.

We want to work toward developing a focus on expanding access and strategies that

will open more opportunities for learning, more options in starting training, shorter training periods (laticing), more provision for experiential learning, and more work-based training opportunities. We want to focus employment and training services on developing and implementing more culturally diverse approaches and expanding access to these services. Career pathways can be entered and progressed via multiple methods and access points along a continuum.

SECTION B: LOCAL PLAN

Strategic Operations: *The core elements of strategic operations focuses on operating policies and procedures related to the one-stop system and physical locations of service delivery.*

1. Describe how local area boards will work with each other, core title providers and available data to designate at least one WorkForce Center per local workforce development area and make recommendations on recognizing affiliate and standalone partner sites.

The Workforce Development Board (WDB) meets monthly and includes the core title providers in membership. Additionally, the Workforce Area Managers (WAM) have formed a small group several years ago that meets on a regular basis to discuss issues, initiatives and other business affecting all partners at any one of the 8 Workforce Centers in our service area.

When considering the location of WorkForce Centers, affiliates and standalone partner sites, the WDB, the WAM, and the Local Elected Officials will jointly determine locales and take into account demographics, labor market data, location quotients, local industries and community need. Community input and support are critical components of the location analysis.

2. Describe the strategies to ensure proper connectivity and coordination among the **physical sites** within the local workforce development area.

The Workforce Centers in LWDA 2 are primarily staffed by Rural Minnesota CEP, Inc (RMCEP). Connectivity and coordination with other partners is achieved through communications with the Workforce Development Board and the WAM.

3. Describe the strategies to ensure proper connectivity and coordination among the **service providers** within the local workforce development area.

RMCEP is the service provider partner for WIOA Adult, WIOA Dislocated Worker, WIOA Youth, State Dislocated Worker, Minnesota Youth Program, and the Minnesota Family Investment Program (MFIP). Through the WAM, and MOUs with partner agencies, services are coordinated by local staff. Wherever possible, service providers are co-located in the WorkForce Centers. We will explore the opportunities to have a greater ABE presence at the Workforce Centers with a common referral for similar clients.

4. Describe other strategies that will be used to maximize services and access to services, such as non-traditional hours or using partner facilities.

RMCEP conducts outreach in the communities we serve through the use of technology that we call the Mobile Office. We provide services on an itinerant basis in county facilities, college campuses or K-12 facilities. Non-traditional hours are available to accommodate specific events. Additionally, we maximize services through relationship development and cross-referral with other external agencies and entities.

5. Describe the strategic approaches to ensure all elements of Career Services are available at service locations or online, including services for youth and individuals with barriers to employment or service access.

All Career Services are available at service locations and can also be accessed online. We have assistive technologies and trained personnel on staff in their use to serve individuals with disabilities as needed. Access for youth and individuals with barriers to employment are designed as appropriate based on individual need.

6. Describe strategies that will be used to leverage technology for services and ensure compliance with accessibility standards.

RMCEP is well-versed in the use of technology for services and to ensure compliance with accessibility standards. We utilize assistive technology devices for persons with disabilities and have been certified as ADA compliant at all sites through DEED. Additionally we have established strong relationships with agencies such as PACER as external resources. We use Mobile Office technology to ensure accessibility to outlying areas.

7. Describe how supportive services, such as transportation and other needs, will be coordinated to better serve individuals with specific barriers to training, education and employment.

Supportive Services are provided in support of the Individual Service Strategy Plan (Employment Plan) and are based on individual need. We use a team approach to approve supportive services and the type of service and the need rationale is cased noted.

8. Describe how local area boards will ensure state policies on infrastructure funding requirements are adhered to and the process for addressing any discrepancies or disagreements.

The Workforce Development Board ensures that all partners adhere to state policy. Discussions on discrepancies or disagreements are resolved through the WAM, who then make recommendations to the WDB. Ultimately, resolutions to disagreements are decided by the WDB.

9. Describe how local area boards, who contract out for provider services, will ensure that providers fully participate in infrastructure funding requirements and the alignment of service delivery within the local workforce development area.

RMCEP does not sub-contract for provider services.

10. Describe how the Memorandum of Understanding will be developed and used to ensure commitment of resources from service providers and required partners.

RMCEP follows state policy regarding Memorandums of Understanding (MOU). Core partners use state policy as a guideline when negotiating commitment of resources that lead to the development of the MOU.

11. A. Describe the local area board's strategic vision and how it aligns with the designated state priorities under WIOA.

The WDB and RMCEP Board of Directors are currently in the process of developing a new strategic vision for LWDA 2. Good jobs, serving persons with disabilities and other employment barriers, employer engagement, and developing and maintaining effective partnerships have always been focus areas in the Board's strategic vision. The completed vision statement will be in place by July 1, 2016.

- B. Describe the local area board's goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

Partners in LWDA 2 believe that the key to a successful life is employment and the key to a successful business is trained employees. Successful businesses, in turn, result in vibrant local economies. The mission in LWDA 2 is to provide employers with the skilled workers that they need to succeed. Through development of extensive partnerships; the creation of innovative strategies, projects and delivery systems; the strong administration of WIOA, State, and grant programming; and working together with System and Community Partners, we are able to provide services and programming that meet the needs of today's consumers and businesses, as well as strengthen our local economies.

We constantly work with employers, institutions of higher education, Adult Basic Education, and other partners to ensure we are able to leverage the strengths of each entity in order to provide our customers with the skills needed to meet the demands of employers and enter into career pathways in demand. Through our regional Occupations in Demand sessions in each of our Economic Development Regions, we are able to identify specific skill shortages and employment trends that affect our region. This information is used throughout our system and partnerships to provide career planning and counseling services designed to meet the employment needs of this region.

Using a client-centered, strengths-based approach, we address any barriers to employment on an individual basis.

- C. Describe how these goals relate to the performance accountability measures based on the primary indicators in order to support regional economic growth and economic self-sufficiency.

As described in Question “B” above, by focusing on employer and individual needs, local and regional occupations and career pathways in demand, developing strong partnerships and delivery systems, and using a client-centered approach, RMCEP has consistently met or exceeded performance measures. By maintaining the resiliency to change to meet new needs and continually to improve our services and delivery, we will support individual self-sufficiency, regional economic strength and growth.

- D. Describe the strategy to work with the entities that carry out the core programs to align resources available to the local workforce development area, to achieve the strategic vision and goals of the local area board.

As stated earlier in this document, we have developed and maintained strong, positive relationships with our partners. Each partner is represented on the WDB. All partners participate in the development of the strategic vision and goals.

12. Describe how the local workforce development system will work with entities carrying out core programs to align and support services with programs of study authorized under Carl D. Perkins Career and Technical Education Act.

The primary training providers in our service area are MnSCU institutions, each of which have programs of study authorized under the Carl D. Perkins Career and Technical Education Act. Additionally, many RMCEP staff serve on various local college campus advisory boards. We have developed and maintained strong relationships with our colleges over the years on many initiatives and projects.

13. A. Describe how the local area board, working with the entities carrying out core programs, will expand access to employment opportunities for eligible individuals, particularly eligible individuals with barriers to employment.

As stated elsewhere, RMCEP is the provider of core programs in our area. We use community outreach, a client-centered approach, technology, and assistive technology to expand access to employment opportunities for all eligible individuals, including those with barriers to employment. We also focus on continuous improvement and always look for new ways or strategies to increase access or enhance access to employment opportunities. Some of these continuous improvement initiatives have resulted in the successful implementation of the Disability Employment Initiative, the development of HireAble, the implementation of the Guideposts for Success, and the TANF Innovative and TANF GED in our program delivery system. RMCEP is the MFIP provider for 19 counties. RMCEP is also currently working with VRS in providing Sustained Gainful Employment (SGA) services and the Pre-Employment Transition Services (PETS) program,

- B. Describe how the local area board, working with the entities carrying out core programs, will expand access to supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

Access to supportive services has been expanded through outreach to various partners to leverage the availability of supportive services based on individual need. Examples include providing SSI and SSDI Benefits Analysis to VRS clients, access to PACER resources, or implementation of the Pre-Employment Transition services. Additionally, we provide SNAP and Emergency Assistance services. We have strong partnerships with other entities that provide needed services that are not within our realm to provide in order to cross-refer, such as housing assistance programs, community action partners and others.

- C. Describe how the local area board will facilitate the development of career pathways, co-enrollments (as appropriate) and activities that lead to industry recognized post-secondary credentials that are portable and stackable.

RMCEP has led the way in the development of career pathways over the years through our involvement with sector work, identification of local Occupations in Demand, development of FastTRAC programming and other initiatives involving the input of both industry and MnSCU partners. We plan to continue these partnerships in the development of career pathways, co-enrollments with both our MnSCU and ABE partners, and other activities that lead to industry-recognized credentials that can be built upon.

14. A. Describe how the local area board will facilitate engagement of employers, including small employers, and employers in in-demand industry sectors and occupations, in workforce development programs.

Our WDB is comprised of a majority of private sector employers. Workforce Area staff are involved in local boards, sector partnerships and Trade Associations, which create a catalyst for influence to foster workforce development initiatives. We will participate in at least 3 business-led sector initiatives over the next biennium. The WDB sponsors listening sessions every two years at which we engage businesses in discussion with Labor Market analysts to provide accurate data about the sectors in demand in our region. Healthcare, Manufacturing, and one other industry sector will be identified and career pathway partnerships will continue to strengthen our ability to increase the number of qualified applicants for those jobs in demand.

Additionally, RMCEP staff host job fairs, including occupationally specific job fairs and industry specific job fairs on site. Employers are invited on site through such activities as Jobs n Java to discuss their needs and openings with job seekers. RMCEP works one-on-one with individual employers to develop job sites and OJT opportunities.

- B. Describe how the local area board will support a local workforce development system that meets the needs of businesses in the local workforce development area.

The WDB will continue to support MinnesotaWorks.net, the state's labor exchange in which employers can post job openings and find employees. Business Service Representatives (BSR) help companies tackle some of their most difficult workforce

problems, offering solutions that are tailor-made to meet specific business needs. Resources and referrals are provided to address every issue. The state has a priority to address the disparities gap which would include assisting minorities and persons with disabilities enter, advance and retain employment. RMCEP addresses this particular issue through its new initiative HireAble.

The activities of the BSR and RMCEP staff, as well as other partners, are coordinated within the LWDA. The Wagner Peyser program also provides services to businesses with the focus of contacting businesses in the key industry sectors identified in the local and state plans, help the business solve their workforce issues, and promote job openings to job seeking customers in the Workforce Centers.

RMCEP is involved with sector work, helping industries identify root causes of workforce issues. We are involved with industry associations, and have developed local employer committees. We are active in Chambers of Commerce, attend Business after Hours events and other activities that allow us to understand the needs of businesses in the local workforce development area, and work with our partners to address those needs.

- C. Describe how the local area board will better coordinate programs and services with regional economic development providers.

RMCEP is actively engaged with our regional economic development providers. One of our key staff is on the Region 5 Economic Development Board and we have representation from our regional economic development providers on our WDB. Additionally, we maintain strong partnerships with local economic developers and share in initiatives and strategies on the local level. We are also on the Board of Impact 2020. Through these connections and partnerships, we continue to develop new initiatives and strengthen ones in place that are effective.

- D. Describe how the local area board will strengthen linkages between the one-stop delivery system and unemployment insurance programs by offering services to laid-off workers and possible lay-off preventative services for businesses, such as incumbent worker training that up-skills the workers and meets the needs of employers (can include but not be limited to, on-the-job training, apprenticeships, etc.).

The WDB intends to reserve and use not more than 20% , if needed, of the funds allocated to the local area under section 133(b) to pay for the Federal share of the cost of providing training for incumbent workers for the purpose of upskilling to retain employment or avert a layoff. RMCEP and Job Service staff work closely together to ensure services are provided to businesses to help avert lay-offs and to dislocated workers. RMCEP operates the WIOA and the State Dislocated Worker program and provides On the Job Training for dislocated workers. RMCEP and Job Service also work closely to engage the state's Rapid Response if necessary.

The UI staff present UI re-employment sessions and orientation at the Workforce Centers, and then immediately refer these dislocated workers to RMCEP for potential Dislocated Worker Program enrollment. This process may also include an orientation to the Resource Room.

15. Describe how the local area board will coordinate workforce investment activities with economic development activities, including the promotion of entrepreneurial skills training and microenterprise services.

RMCEP and Job Service have strong relationships with the local economic development agencies and the Economic Development Regions in its service area (EDRs 2, 4 and 5). One of our key staff is on the board of Region 5 Economic Development. One of our WDB members is a member of a regional Economic Development board as well. We meet with our Economic Development Representatives on a regular basis and work in conjunction on various initiatives, including promotion of entrepreneurial training and assistance for small businesses.

RMCEP also operates the CLIMB program, which is designed to assist aspiring entrepreneurs in the state-funded Dislocated Worker program with training and consulting to assist in a successful business launch or growth.

16. A. Describe how the local area board will ensure continuous improvement of eligible providers of services through the system.

As stated elsewhere in this plan, RMCEP and the WDB have a focus on continuous improvement in all its operations. Most recently, RMCEP has been engaged in an initiative to increase efficiencies in our internal processes, to include cost savings, to improve our service delivery in light of continuous reductions in funding. Staff training on a continual basis also promotes service delivery improvement. Many RMCEP staff are on the state WIOA committees and staff are actively engaged with DEED personnel in terms of developing and clarifying DEED policies and procedures. RMCEP is also an active member in the Minnesota Workforce Council Association (MWCA) and the National Association of Workforce Development Boards (NAWDAP).

RMCEP has also provided training and technical assistance to the Northwest PIC provider.

Over the last two years, for example, we have concentrated our staff training efforts on serving persons with disabilities, including the use of assistive technology, and in career pathways.

The WDB and Local Elected Officials of LWDA 2 are currently developing and updating the Vision Statement and Strategic Plan for the agency.

Performance measures are key in determining the success of program outcomes. The Board of RMCEP has developed a proxy measure system in which RMCEP can monitor the progress of performance measures long before official results are published. This allows us to identify and correct any performance issues in a more timely fashion. Additionally, the Board has set higher internal expectations in terms of performance measures than those required of the state, thereby enhancing the ability of the agency to meet or exceed the measures.

- B. Describe how the local area board will ensure that eligible providers meet the employment needs of local employers, workers and job seekers.

The WDB sets the direction of the local workforce system and provides valuable

input and feedback into the activities designed to meet the needs of employers and participants. They review performance measures and results, are active in environmental scanning, and enable us to structure program components, plan service levels and prioritize services to participants. The WDB also serves as oversight for the local workforce system and approves various measures, budgets and initiatives. All providers provide regular reports to the WDB on data, activities, and initiatives.

As the WDB is largely composed of employers, it is well-positioned to help the local workforce system with employer linkages, apprise the WorkForce Center partners of local business trends, and bring innovative ideas to the system. One of our members also serves on the Governor's Workforce Development Council. The WDB members participate in Minnesota Workforce Council Association and National Workforce Development Conferences.

Employers are again experiencing labor shortages in specific occupations as the economy begins to strengthen. While more disenfranchised job seekers are beginning to re-enter the labor market, they do not possess the skills needed by employers. Aging baby boomers continue to leave the workforce, creating a vacuum of expertise and institutional knowledge.

Employers continue to remark on the lack of basic soft skills and work readiness skills found in entry-level employees. Additionally, employers are seeking additional resources to provide training for their workers to meet the continual advances in technology and to promote workers to fill the gaps in skill sets lost to attrition or retirements. Employers also remark on the lack of a transportation infrastructure in the rural communities and affordable housing/child care. These issues make it difficult to attract and retain workers.

Job seekers continue to need assistance with setting career goals, focusing their job search or choosing appropriate training. Job-seekers are not necessarily aware of the occupations in the region that can offer a living wage and economic stability. It is for this reason that LWDA 2 remains focused on providing occupation information for high-growth, high-pay jobs in the region.

Job-seekers request assistance with the job search process and preparing for job search, such as resume writing, job search strategies, finding job leads, and interviewing techniques. Older workers are also seeking assistance with job search and retraining as well as dealing with unemployment issues unique to the older worker.

Clients who have a desire to enter post secondary training may need basic skill remediation and instruction from ABE. If or when clients need academic skills to be successful in the MnSCU classroom, they are directed to ABE. ABE can provide academic bridge and pathway support.

In sum, job-seekers need assistance with career exploration and guidance, occupational information, access to resources, information about and access to training options, job search assistance, work experience, and education in soft skills and workplace behaviors. Supports that remove barriers to employment success and identify strengths will continue to be a strong need.

The Workforce Development Board has determined that funds are not limited and therefore a priority in the WIOA Adult Program eligibility for intensive and training

services will continue to include those whose income does not exceed the Lower Living Standard Income Level (LLSIL). This action to expand eligibility beyond 70% of the LLSIL is allowed at WIA section 134(d) (4) (E). Additionally, up to 10% of participants may exceed the LLSIL if they have significant barriers to employment.

RMCEP will consider anyone enrolled in any other RMCEP program to be eligible for the WIOA Adult program, for example, older workers participating in SCSEP will be eligible for WIOA Adult services.

The WDB has stated that individuals participating in a Minnesota Jobs Skills Partnership (MJSP) OR a FastTRAC program will be eligible for WIOA adult services. Those who are employed but require intensive services to achieve self-sufficiency are also appropriate for these components.

Workers: Many workers cannot expect to work for the same employer over their career or that an employer will necessarily take a vested interest in their professional development and future. Because of this, workers will need to become increasingly responsible for their own employability. As noted above, the need to master new technologies in the performance of one's job will become increasingly important. For this reason, workers will require incumbent worker training or accessible and affordable training tied to their workforce needs.

Increasingly, workers and their employers are requesting additional training in both soft skills and specific occupational skills. Workers need applied occupational training specific to their jobs. Request for additional training is the primary request from both groups.

Workers are also expressing a concern over competitive wages in the region and lack of affordable health care benefits as these issues become increasingly difficult for area employers to provide.

LWDA 2 will make available up to 20% of the formula WIOA Title I-B Adult and Dislocated Worker Program available allocations for training incumbent workers or as allowed by WIOA and DEED regulations.

The above labor market picture outlines the major issues on which the LWDB has placed focus. Through initiatives, service delivery, partnerships, developments of career pathways and other activities, LWDA2 will continue to work to address these issues in our workforce development strategies.

- C. Describe how the local area board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

RMCEP has implemented the use of "Mobile Offices" to provide services in remote areas. Counselors have access to a laptop computer, a portable printer, a jet pack (or WI-FI hotspot) and a portable scanner. Counselors are able to use this technology to connect with the RMCEP network to assist clients at remote sites.

In a few selected community sites, we have installed a computer that allows customers to access job seeking sites, Win-Way resume builder, and similar job seeking software. Staff travel to remote communities to meet with clients as

necessary. This is in addition to the technology resources available on site in the Resource Rooms, as well as assistive technology devices designed to facilitate access for persons with disabilities.

ABE classrooms located throughout the region can access distance learning platforms in rural areas to decrease barriers.

- D. Describe how entities within the one-stop delivery system will comply with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990, regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities including providing staff training and support for addressing the needs of individuals with disabilities.

All of the Workforce Centers in LWDA 2 have been certified as ADA compliant by DEED. The RMCEP Director of Human Resources and Susan Tulashie of DEED's Workforce Development Division have worked closely over several years to ensure RMCEP is in compliance with section 188, and applicable provisions of the ADA of 1990 in terms of physical access, program access and training through policy. Over the last two years, RMCEP staff have been trained by PACER and other experts in the use of assistive technology to assist persons with disabilities access needed services and resources.

Through RMCEP's tenure in implementing the Disability Employment Initiative, we have integrated the Guideposts for Success model to provide a holistic approach to serving all customers, including those with disabilities. This has also allowed us to develop and maintain a stronger relationship and collaboration with our Vocational Rehabilitation Partners as well.

- E. Describe the roles and resource contributions of the one-stop partners.

There are four main one-stop partners within LWDA 2. They include Job Service, whose primary role is to work with businesses to identify and address workforce development needs, Vocational Rehabilitation Services, whose primary role is to assist consumers with disabilities, State Services for the Blind, whose primary role is to assist consumers with sight-impairments, and RMCEP, whose primary role is to operate the Employment and Training Programs such as WIOA Adult, State and WIOA Youth programs, State Dislocated Worker Programs, MFIP, SNAP and similar programs, as well as serve as the WIOA administrative entity. All partners have a strong role in workforce development.

The resource contributions will be determined through the MOU and cost allocations that will be development under state policy.

17. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local workforce development area.

ADULT SERVICES

BACKGROUND: The purpose of the Workforce Innovation and Opportunity Act of 2014 (WIOA) is to (1) provide a system of employability services that will increase the employment, retention and earnings of participants (2) improve the quality of the workforce (3) reduce welfare dependency and (4) enhance the productivity and competitiveness of the Nation's economy. WIOA authorizes career and training services which are based on the customer's need. Services are provided through the one stop Workforce Center

System. Providing excellent customer service will be our focus.

WIOA services provided by RMCEP include career and training services. There are three types of career services: basic career services, individual career services and follow-up. Enrollment is not required for adults to access basic career services. Individualized career services and training services require enrollment. WIOA enrollment is available to individuals who are unable to obtain employment or retain employment leading to self-sufficiency through basic career services as determined by RMCEP staff **and** who meet the WIOA priority for services.

A. BASIC CAREER SERVICES:

1. Basic Career Services primarily involve direction to facilitate self-service or are informational in nature. The following Basic Career Services will be available:
 - a. Eligibility determination
 - b. Outreach, intake and orientation
 - c. Initial assessment (literacy, numeracy, English as a Second Language (ESL), aptitudes, abilities, supportive service needs)
 - d. Labor Exchange such as job search and placement assistance; career counseling (in-demand or non-traditional occupations)
 - e. Workforce programs referral/coordination
 - f. Labor Market Information (LMI)
 - g. Training program performance and cost
 - h. Our performance
 - i. Supportive service information and referral
 - j. Assistance with financial aide eligibility for non-WIOA training
 - k. Assistance with Unemployment Insurance (UI)
2. Basic Career Services will be provided mainly in the WorkForce Center Resource Area.
3. Group services such as career planning and job search or job club are also available as Basic Career Services.
4. Career planning as a Basic Career Service does not include staff assisted development of a career or employment plan. The expectation for Basic Career Service is that the customer uses the information provided to self-serve. Customers who need staff assistance to develop their plan must be enrolled to access an Individualized Employment Plan.
5. Job search information can be provided as a group activity. Those customers who need individualized staff support to conduct their job search should be enrolled in individualized career services for case management.

D. INDIVIDUALIZED CAREER SERVICES:

1. Individualized Career Services do require program enrollment. Individualized Career Services are available to people whom the one-stop center has determined will be needed to obtain or retain employment. The following Individual Career Services will be available in all WorkForce Centers:
 - a. Comprehensive and specialized assessment (for example: NCRC, Benefit Planning)
 - b. Development of individual employment plan
 - c. Group/individual counseling/mentoring

- d. Career planning (case management)
 - e. Short term pre-vocational services
 - f. Internships/work experience linked to careers
 - g. Workforce preparation activities (Referral to ABE)
 - h. Financial literacy
 - i. Out-of-area job search
 - j. ESL; integrated education/training programs
2. Priority of service applies. The staff assisted assessments are completed with customers. The customers' needs are assessed through a formal guided interview. Staff will present the assessment information to the team. The team will recommend additional basic services, referral to other agencies, or enrollment for Individual Career, and/or Training Services. This consists of using the assessment tool in a guided interview to identify strengths, barriers, employability development needs, and a completed application. It also includes literacy assessment and one-on-one interpretation of interest and/or aptitude assessment results.
 3. Every participant in individualized career services will have an Employment Plan which identifies the employment goal, appropriate objectives, and the services needed for the participant to achieve those objectives. Workforce One Employment Plan will be used.
 4. Staff Assisted Job Placement consists of any of the following three services:
 - a) Job Development - Staff seek job openings with the skills and employment objectives of a particular job seeking customer in mind. This includes talking with employers about their needs and interest in interviewing the specific job seeking customer.
 - b) Job Referral - Staff refer job seekers to job openings that are currently available.
 - c) Out of Area Job Search - Supportive services for job seekers who have staff verified job interviews or job offers that would require relocation.
 5. Staff Assisted Job Search System - This activity is for individuals who need a guided job search, including supportive services to participate in the Job Search System (JSS). Staff monitor the implementation of skills learned in JSS.
 6. One-on-one career counseling is available to help the participant reach a successful outcome. Career Counseling is focused on issues such as career exploration, career change, personal career development and career related issues. It is the process of helping individuals explore career options, or experienced professionals contemplating a career change to select a course of study that may help them to obtain a job or make them employable. A career counselor helps individuals to get into a career that is suited to their aptitude, personality, interest and skills.
 7. Non-Credentialed Training: This activity does not include certification or license as part of the class/course. Examples: computer classes like Excel, Work, Access, Individual college classes, some C.N.A. courses and truck driving training, GED, pre-vocational courses to prepare participants with skills necessary to increase employability across a range of employment options.
 8. Non-WIOA Certified Classroom Training: This activity is classroom training that is not WIOA certified and provides a credential upon completion.

9. GED: The participant is working with ABE to obtain a GED or high school diploma.
10. Work Training: Adult Internship or Work Training - Some adults benefit from hands on experience to try out a job, or to gain recent work history and a local reference, or to apply skills they have discussed in a classroom. Work experience activities can be customized to the needs of the job seeker.
11. WorkKeys NCRC Testing: This activity is used when an enrolled individual is taking the three (3) WorkKeys tests to obtain a National Career Readiness Credential (NCRC).
12. Planned Extended Leave - Individuals in this activity do not enter the administrative separation process explained below.
 - 1) This activity for individuals who will enter training but will experience a planned gap in service greater than eighty-nine (89) days due to a delay in the start of training.
 - 2) This activity also signifies a planned extended leave for individuals who have been called to active duty in a branch of the military. Individuals will remain in this activity until they return home and can again begin participation in their WIOA service plan.
13. Partnering - Partnering indicates that the customer is currently receiving WIOA authorized services which are not paid for through WIOA funds (i.e., DRS assessment and plan; Veterans Employment Assistance; TAA).
 - 1) Non WFC agencies may also be partners to serve the needs of WIOA customers if the services they provide are authorized in WIOA such as adult basic education or occupational skills training programs that we are not funding. The participant=s Employment Plan will document the partnering agency, the WIOA service that is being provided and the planned duration of the partnering service.
 - 3) Staff must identify the partnering program on the status change when enrolling a participant in Partnering.
 - 4) RMCEP staff will maintain contacts with participants in partnering to determine progress and the need for any changes to the participant=s plan (ISS).

E. TRAINING SERVICES

1. Individuals who are unable to obtain or retain employment through intensive services, are referred to training if they meet the following requirements:
 - a. The goal in the EP can only be met with the proposed training.
 - b. LMI supports employment opportunity after training in the location that the individual is willing to reside.
 - c. Average wage can lead toward self-sufficiency.
 - d. Individual is unable to obtain grant assistance from other sources to fully cover the comprehensive cost of the training.
 - e. The individual can meet the admission requirements.
 - f. There is reasonable expectation based on assessment that the individual will complete the training.
2. To be considered a training course that qualifies for a WIOA credential, the

training must be WIOA certified. Paying for training courses that have not been certified will be considered a Non-Credentialed Training.

3. The following services provide specific job/occupational skills for participants **and all require credential attainment**. Staff must obtain a copy of the credential and keep it in the client's field file.
 - a. Other Academic Classroom Training (Not Funded by RMCEP WIOA). Staff use this activity when TAA or another source is paying for the training and RMCEP staff will need to obtain verification of the credential for performance measure.
 - b. WIOA Certified Classroom Training. This activity is classroom training that provides a license or credential upon completion. This includes entrepreneurial training (training is allowed but start-up business costs are prohibited).
 - c. Credential Attained without Training: A course of study has been completed prior to request for assistance with license or certification. Assistance is being provided to obtain a license or certification now.
 - d. On-the-Job Training (OJT) (Public or Private). The completion of the OJT itself does not result in a credential. When developing an OJT training plan, staff look for opportunities for the individual to earn a credential.
 - e. On-the-Job Training (OJT) (Public or Private) – Credential Waiver. This is the same as OJT but no credential is needed or attained. (The waiver for this option ends in June 2016.)
 - f. Customized Training: The contract will identify the specific training to be provided, RMCEP paid costs, employer paid costs, the training schedule, and a list of employees who will be trained.

4. Credentials: Programs providers have a number of sources they can use to collect data needed to calculate the credential attainment rates. Credentials may include degrees, diplomas, certificates, licenses, other forms of certification for certain skilled and professional occupations, employer attestations, and job placement. For this WIOA Adult program, an updated case note documenting contact and confirmation from a school or institution official verifying the date of graduation and credential type is allowed.

5. On-the-Job Training: The standard employer reimbursement is 50%. Contracts which meet all of the following factors may be increased up to 75%.
 - The characteristics of the participants – long-term unemployed or having barriers to employment as defined under WIOA.
 - The size of the employer – small and medium businesses having fewer than 250 employees.
 - The quality of employer-provided training and advancement opportunities – training for in-demand occupations as defined by local WIB.

F. FOLLOW-UP SERVICES

WIOA participants who enter employment at termination will have access to staff follow-up services, such as work place counseling or career pathway advancement opportunities and supportive services for up to 12 months after exiting the program.

DISLOCATED WORKER SERVICES

BACKGROUND: Dislocated worker programs provide assistance to dislocated workers as a result of plant closings, layoffs, failure of individual businesses or farm operations,

and displaced homemakers. Federal and State regulations require notice of plant closing, union consultation, Expeditious Response or coordination with the State Rapid Response Unit.

Dislocated workers are to be encouraged to enroll immediately and made aware that these services exist to be customer centered and job-driven. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market to match employers with the skilled workers they need to compete in the global economy.

The needs of dislocated workers vary considerably. While some individuals will have a substantial need for program services, others can succeed in finding good jobs with limited assistance. This policy formalizes general guidelines for determining which dislocated workers are appropriate for Individualized Career or for Training Services.

Expeditious Response

1. RMCEP and DEED/Job Service initiate contact within one week of receiving notification of a layoff or plant closure of 49 or fewer people to begin expeditious response. If 50 or more people are affected, the local Team Leader (as site supervisor), must notify the Director of Operations, (RMCEP's designated state rapid response coordinator), who will then contact the State Rapid Response Unit. The Rapid Response Unit may request that RMCEP take the lead with the business in situations where there is no competition for layoffs larger than 50.
2. The RMCEP Director of Operations will appoint a RMCEP staff to coordinate with the DEED representative to jointly plan an orientation meeting for the affected workers. The orientation planning will include:
 - a. a method for the identification of community resource people
 - b. conducting worker needs assessment surveys
 - c. a liaison plan with local economic development agencies to assist in efforts to avert the dislocation
 - d. established roles and methods for providing program information to the dislocated workers
 - e. established time frame for prompt intervention
 - f. and when feasible, development of a layoff aversion plan to present to the business owner/officials.
3. Layoff Aversion Strategies will be discussed with the business owner/official to determine if the layoff or closure can be averted or minimized. Layoff aversion may include a wide array of possible strategies or activities, including but not limited to:
 - a. Ongoing engagement, partnership, and relationship-building activities with businesses in the community, in order to create an environment for successful layoff aversion efforts and to enable the provision of assistance to dislocated workers in obtaining reemployment as soon as possible;
 - b. Providing assistance to employers in managing reductions in force, which may include early identification of firms at risk of layoffs, assessment of the needs of and options for at-risk firms, and the delivery of services to address these needs;
 - c. Funding feasibility studies to determine if a company's operations may be sustained through a buyout or other means to avoid or minimize layoffs;
 - d. Developing and managing incumbent work training programs or other worker up skilling approaches;
 - e. Connecting companies to state Short-Time Compensation or other programs

designed to prevent layoffs or to quickly reemploy dislocated workers, business loan programs for employee skill upgrading; and other Federal, state and local resources as necessary to address other business needs;

- f. Establishing linkages with economic development activities at the Federal, state and local levels including Federal Department of Commerce programs and available state and local business retention and expansion activities;
 - g. Partnering or contracting with business-focused organizations to assess risks to companies, propose strategies to address those risks, implement services, and measure impacts of services delivered;
 - h. Conducting analyses of the suppliers of an affected company to assess their risks and vulnerabilities from a potential closing or shift in production of their major customer;
 - i. Engaging in proactive measures to identify opportunities for potential economic transition and training needs in growing industry sectors or expanding businesses; and
 - j. Connecting businesses and workers to short-term, on-the-job, or customized training programs and apprenticeships before or after layoff to help facilitate rapid reemployment.
4. Economic development agencies will be contacted to prevent or mitigate the loss of jobs.
 5. Workers will be informed of available services. Only Basic Career Services are provided prior to enrollment.

E. Basic Career Services

1. RMCEP will perform the following services:
 - a. outreach of potential applicants;
 - b. intake and eligibility determination; and
 - c. provide Expeditious Response.
2. Early intervention for eligible dislocated workers is critical. Services are to be made available as soon as possible upon notification that employees will be terminated due to business closure or layoff.
3. Basic Career Services such as orientation, resource room assistance and job club will be available to all dislocated workers.
4. RMCEP staff will complete the needs assessment with dislocated workers who express interest in services.
5. Before any client may receive Individualized Career or Training Services, the client must be enrolled using the standard RMCEP process.
6. The Reading and Math Test must be administered to each Dislocated Worker prior to enrollment.

F. Individualized Career Services:

1. The following Individual Career Services will be available to Dislocated Workers in need of such services to assist them to obtain or retain employment:
 - a. Comprehensive and specialized assessment (for example: NCRC, Benefit Planning)

- b. Development of individual employment plan
 - c. Group/individual counseling/mentoring
 - d. Career planning (case management)
 - e. Short term pre-vocational services
 - f. Internships/work experience linked to careers
 - g. Workforce preparation activities (Referral to ABE)
 - h. Financial literacy
 - i. Out-of-area job search
 - j. ESL; integrated education/training programs
2. Persons selected for dislocated worker services will be enrolled, complete a staff assisted assessment, Employment Planning and have their Employment Plan developed within two weeks of selection. Every participant in individualized career services will have an Employment Plan which identifies the employment goal, appropriate objectives, and the services needed for the participant to achieve those objectives. Workforce One Employment Plan will be used.
3. Services are provided in the following manner:
The staff person will develop an individual employment plan with the dislocated worker based on the dislocated worker's readiness for immediate work or desire to redirect his or her life. Dislocated workers who select immediate work will complete an assessment with a focus on immediate staff assisted job development for the most job ready; or training services through the development of an appropriate OJT. The OJT should include a way to achieve a credential. A credential is needed as the OJT itself does not qualify as a credential.
- Dislocated workers who need skill upgrading will have a plan developed to include skill upgrading.
- Whenever possible, participant retraining should build on existing skills of an individual to more quickly facilitate reemployment. Shorter length of training to provide credential or licensure needed for reemployment is preferred over longer retraining programs. In determining whether retraining services will be provided, staff must consider financial need, client commitment, client selection of a demand occupation, client skills, training needs, and the likelihood of employment being obtained in a field chosen by the client. These services include: Academic Training, Occupational Skills Training and OJT.
4. Staff Assisted Job Placement consists of any of the following three services:
- a) Job Development - Staff seek job openings with the skills and employment objectives of a particular job seeking customer in mind. Includes talking with employers about their needs and interest in interviewing the specific job seeking customer.
 - b) Job Referral - Staff refer job seekers to job openings that are currently available.
 - c) Out of Area Job Search - Supportive services for job seekers who have staff verified job interviews or job offers that would require relocation.
5. Staff Assisted Job Search System - This activity is for individuals who need a guided job search either in or out of the area, including supportive services to participate in the Job Search System (JSS). Staff will monitor the implementation of skills learned in JSS.
6. One-on-one career counseling is available to help the participant reach a

successful outcome. Career Counseling is focused on issues such as career exploration, career change, personal career development and career related issues. It is the process of helping individuals explore career options, or experienced professionals contemplating a career change to select a course of study that may help them to obtain a job or make them employable. A career counselor helps individuals to get into a career that is suited to their aptitude, personality, interest and skills.

7. Non-Credentialed Training: This activity does not include certification or license as part of the class/course. Examples: computer classes like Excel, Work, Access, individual college classes, some C.N.A. courses and truck driving training, GED, pre-vocational courses to prepare participants with skills necessary to increase employability across a range of employment options. A Non-Credentialed training authorization payment form will be generated.
8. Non-WIOA Certified Classroom Training (Entered as Non-credentialed training in WF1)– This activity is classroom training that is not WIOA certified and provides a credential upon completion.
9. GED Training - The participant is working with ABE to obtain a GED or complete a high school diploma.
10. Work Training Linked to Careers; Adult Internship Linked to Careers. These activities are allowed for dislocated workers when the activities are linked to careers. Work experience activities can be customized to the needs of the dislocated worker to try out a career, to gain relevant work history or to apply skills discussed in a classroom.
11. KeyTrain/Career Ready 101: Each participant who takes the KeyTrain Pretests or works on the KeyTrain curriculum lessons or any of the Career Ready 101 modules will be entered into this activity to indicate their participation.
12. WorkKeys NCRC Testing: Each participant should take the KeyTrain pretests for the WorkKeys National Career Readiness Certificate (NCRC) test. Based on the outcomes, the NCRC process and value should be explained to each participant. RMCEP staff will then encourage those who score at appropriate levels to take the actual NCRC test and obtain a certificate. Referrals will be made on an individual basis to the local ABE site for those whose skills need to be upgraded for NCRC testing outcomes desired and/or training/employment sought.
13. Planned Extended Leave: Individuals in this activity do not enter the administrative separation process explained below.
 - a. This activity is for individuals who will enter training but will experience a planned gap in service greater than eighty-nine (89) days due to a delay in the start of training.
 - b. This activity also signifies a planned extended leave for individuals who have been called to active duty in a branch of the military. Individuals will remain in this activity until they return home and can again begin participation in their WIOA service plan.
14. Partnering: Partnering indicates that the customer is currently receiving WIOA authorized services which are not paid for through WIOA funds (i.e., DRS assessment and plan; Veterans Employment Assistance; TAA).

- a. Non WFC agencies may also be partners to serve the needs of WIOA customers if the services they provide are authorized in WIOA such as adult basic education or occupational skills training programs that RMCEP is not funding. The participant=s individual Employment Plan will document the partnering agency, the WIOA service that is being provided and the planned duration of the partnering service.
- b. Staff must identify the partnering program on the status change when enrolling a participant in Activity 99 (Partnering).
- c. RMCEP staff will maintain contacts with participants in partnering to determine progress and the need for any changes to the participant=s employment plan (EP).

G. Training Services

1. Individuals who are unable to obtain or retain employment through intensive services will be referred to training if they meet the following requirements:
 - a. The goal in the Employment Plan can only be met with the proposed training.
 - b. Labor Market Information (LMI) supports employment opportunities after training in the geographic location that the individual is willing to reside.
 - c. Average wage can lead toward self-sufficiency.
 - d. Individual is unable to obtain grant assistance from other sources to fully cover the comprehensive cost of the training.
 - e. The individual can meet the admission requirements.
 - f. There is reasonable expectation based on assessment that the individual will complete the training.
2. Training eligibility.
 - a. **Importance of Plan.** Just as not every laid off worker is automatically eligible for the Dislocated Worker program, not every Dislocated Worker program customer is automatically eligible for training. All training that RMCEP pays for using Dislocated Worker funds must have a basis in the employment and training plan (EP) that the customer and counselor have agreed on.
 - b. **Training with a Credential.** Any training for a new occupation or industry must take place in a state licensed or registered program (or in a program that is exempt) and should lead to a meaningful credential. Such training is only for dislocated workers whose skills are obsolete and who have no transferable skills likely to result in employment at a comparable wage. Such training is only provided toward occupations or industries with reasonable expectations of job availability (i.e. occupations which are in demand) based on the service provider's thorough assessment of local labor market information, supplied by valid sources of information, where the individual currently lives or is willing to relocate.
 - c. **Classroom Training Providers** must be WIOA certified to provide a WIOA recognized credential.
 - d. **Determination of Need.**
 - 1) Based on an interview, evaluation, or assessment and career planning, and
 - 2) Be unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment without training; and
 - 3) Have skills and qualifications to successfully participate in selected program of training; and

4) Select training for demand occupations.

3. The following services provide specific job/occupational skills for participants **and all require credential attainment**. Staff must obtain a copy of the credential and keep it in the client's field file.

- a. Academic Training (Not Funded by RMCEP WIOA): Staff use this activity when TAA or another source is paying for the training and RMCEP staff will need to obtain verification of the credential for performance measure.
- d. WIOA Certified Classroom Training: This activity is classroom training that provides a license or credential upon completion. This includes entrepreneurial training (training is allowed but start-up business costs are prohibited).
- e. Customized Training: The contract will identify the specific training to be provided, RMCEP paid costs, employer paid costs, the training schedule, and a list of employees who will be trained.
- f. Credential Attained without Training: A course of study has been completed prior to request for assistance with license or certification. Assistance is being provided to obtain a license or certification now.
- e. On-the-Job Training (OJT) (Public or Private): The completion of the OJT itself does not result in a credential. When developing an OJT training plan, staff must look for opportunities for the individual to earn a credential.

4. Credentials. Program providers have a number of sources they can use to collect data needed to calculate the credential attainment rates. Credentials may include degrees, diplomas, certificates, licenses, other forms of certification for certain skilled and professional occupations. For this WIOA Dislocated Worker program, an updated case note documenting contact and confirmation from a school or institution official verifying the date of graduation and credential type is allowed.

5. On-the-Job Training: The standard employer reimbursement is 50%. Contracts which meet all of the following factors may be increased up to 75%.

- a. The characteristics of the participants – long-term unemployed or having barriers to employment as defined under WIOA.
- b. The size of the employer – small and medium businesses having fewer than 250 employees.
- c. The quality of employer-provided training and advancement opportunities – training for in-demand occupations as defined by local WIB.

H. Coordination with DEED for Federal Trade Adjustment Assistance (TAA)

- 1. Staff will coordinate services with the DEED TAA Unit for dislocated workers eligible for that program.
- 2. Dislocated workers remain open in this title until their TAA activity has been closed. Participants must be put into partnering when they are still receiving ATAA services as we are unable to close them on WF1.
- 3. Coordination of services may result in leveraging additional reimbursement for OJT. TAA provides 50% reimbursement and WIOA may provide an additional 25% reimbursement based on the criteria described above for On the Job Training.

I. Follow –Up Services

WIOA participants who enter employment at termination will have access to staff follow-up services, such as work place counseling or career pathway advancement opportunities and financial supportive services for up to twelve (12) months after exiting the program. When financial supportive services are provided as part of the post-employment follow-up, these must be documented in both the participant's Employment Plan (EP) prior to exit and the WF1 case note system when provided.

BRIDGING CAREER PATHS (Adult Competitive Grant- P2P)

BACKGROUND: In accordance with the Department of Employment and Economic Development's (DEED's) mission to enhance the economic success of individuals, DEED announced the availability of additional funding through a competitive grant process to provide adult workforce development. RMCEP submitted a proposal for this opportunity and received funding for a career pathway project.

This project is designed to provide skills training and job development for adult career pathways that have been identified as high demand industry clusters in WSA #2. Intensive and training services will be provided to adults with multiple barriers to employment to begin a career pathway in the industry clusters that are in demand in our service area. Training will result in an industry-recognized credential, diploma or certificate.

Target Population to be served: Adult participants over the age of 18 who face multiple barriers to employment and are in need of enhanced educational and supportive services to be successful in starting and continuing in a career pathway within their desired career cluster.

We maximize services to the targeted population to recruit individuals with disabilities, the long-term unemployed, and individuals lacking a high school diploma or GED, individuals who possess inadequate language or math skills, ex-offenders, persons of color and/or homeless persons. Veterans, individuals returning to work after receiving public assistance, low-income individuals, and older workers within this population will receive priority.

B. FOUR PHASES OF THIS CAREER PATHWAY MODEL:

1. Engagement:
 - Outreaching to individuals and engaging them in programs and services to encircle them with supportive services.
 - Goals are addressing non-education and non-employment barriers such as basic needs (housing, health, food security) and other needs (child care, transportation, etc.), and beginning to develop a career plan.

2. Bridging: The main emphasis of the model.
 - Development of skills utilizing Career Ready 101 that reach the occupational skill level required to successfully enter an occupational cluster.
 - Partnering with ABE to provide basic education and skill development as well as career awareness and readiness.
 - Provide individualized, contextualized instruction in reading, math and language based on the needs of the chosen career cluster.
 - Goals are GED (if needed), building of career readiness skills, further development of an individual career plan, and measurable skill gains including literacy and/or numeracy gains needed to pass the Accuplacer.
 - High staff and peer support to build confidence and self efficacy.

These individuals will need to work with their local ABE's for Bridge work in contextualized skill building where possible and/or work on the KeyTrain/Career Ready 101 and their progress monitored closely by their case manager to increase their skills.

3. Enhanced Academic Instruction:
 - Essential support for individuals entering the technical, professional, and/or college-level education in a training that leads to careers with sustaining wages.
 - Programs of study that we will use align with the identified clusters in demand in each region.
 - Provide credit toward certificates, diplomas, degrees or other credentials that employers recognize.
 - Referral to our ABE partners will provide additional occupational instruction as required within the chosen career cluster while the participant is in training.
4. Retention:
 - Supports to ensure persistence and success in employment or to complete the first training along the career pathway.
 - Examples include just-in-time supports and making sure our participants integrate and connect with the school peer and professional networks.
 - Job retention strategies and support for those entering employment.
2. Each participant will be assessed through a guided interview process as well as complete a literacy assessment, interest inventory and have results interpretation guidance.
3. Each participant takes part in Career Planning activities which includes an exploration of occupations in demand in the economic development region. Once a specific occupation is identified by the participant, the job counselor and participant will map out the career pathway and identify appropriate short-term training for the pathway.
4. Each participant will have an individualized employment plan (EP) prior to receiving training services. The EP will be based on assessments of work history, current situation, skills, the occupational career pathway of interest, and resources available. The EP developed will outline specific employment goals, what Bridging work and process is being used, identification of services needed, achievement objectives and if necessary, referral to other services to ensure success.
5. To meet the needs of the target population, RMCEP job counselors will have a heightened role in this project as career navigators. This role will include case management, career pathways and planning, and coordinating the Integrated Resource Team to ensure wrap around services.

An Integrated Resource Team is especially beneficial to meet the needs of the target population and ensure the successful transition into a career pathway for every participant.

For each participant, staff activities would include:

- Assessing the individual for interest, fit, and suitability to the career pathway program (engagement)
- Building one-on-one relationships that offer social/emotional development, academic support, and self-efficacy (engagement)
- Helping individuals create individualized plans that map out a pathway to

success that identify and address barriers (engagement)

- Partnering with ABE to individualize career-based, contextualized learning in reading, math and language (bridging)
- Introducing individuals to a network of post-secondary options/professionals to fit their career goals (engagement/bridging)
- Introducing individuals to a network of employers and professionals in their career choice. Some of the employers may provide job shadowing, mentoring or work opportunities (engagement/retention)
- Assisting individuals with post secondary applications, including financial aid (bridging)
- Providing onsite support for individuals enrolled in post secondary training to ensure retention by working through personal barriers, attendance challenges, and academic and financial concerns (retention)
- Assisting individuals with connecting with employers through resume and interview preparation and job placement support (retention)
- Provide supports for individuals to retain employment (retention)

6. RMCEP requires the basic skills pretests for the WorkKeys National Career Readiness Certificate outcomes. Job counselors will guide participants through curriculum to upgrade basic skills needed for success in the chosen career. Staff must report the increase in basic skill level after the participant completes lessons in KeyTrain to achieve the skill level recommended for the occupation. Staff will require those who score at appropriate levels to take the actual NCRC test and obtain a certificate. The NCRC is the documentation of skill acquisition. Referrals may be made on an individual basis to the local ABE site for those whose skills need to be upgraded for NCRC test outcomes desired to enter occupational training or employment.

7. This project contains additional academic support from ABE as contextualized Bridge curriculum. RMCEP will purchase up to 20 hours of contextualized occupational specific tutoring from ABE for each participant to assure mastery of entry level career pathway basic skills. The Bridge curriculum can be focused on the technical reading, writing, math, information or computer skills needed in the career pathway. Additionally, the curriculum could include study skills, test strategies, note-taking strategies, and time management skills. ABE can deliver the curriculum individually or in group including establishing a classroom via technology.

An Integrated Resource Team (IRT) is a promising practice identified whereby a team comprised of representatives from different agencies and service systems coordinate services and leverage funding to meet the employment needs of an individual jobseeker. The jobseeker is a member of the IRT working with providers (e.g., ABE, interpreter service, community colleges, etc.) to identify and strategize how their combined resources can benefit an individual job seeker's education, training, and /or employment goals. Partnering across multiple systems and programs is often the pre-requisite to providing all the supports that are needed to successfully address multiple challenges to employment.

18. Describe and assess the type and availability of youth workforce investment activities in the local workforce development area, including youth with disabilities, which description and assessment shall include an identification of successful models of such youth workforce development activities.

WIOA Young Adult

Background:

WIOA outlines a broader young adult vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other Federal, State, local, and philanthropic resources to support in-school young adults (ISY) and out-of-school young adults (OSY). WIOA affirms the Department of Labor's (DOL) commitment to providing high-quality services for all young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship. All of DOL's young adult-serving programs promote evidence-based strategies to assist in achieving high-levels of performance, accountability, and quality in preparing young people for the workforce.

ELIGIBILITY:

In-School Young Adult (ISY):

- (1) Attending school (as defined by State law); **and**
- (2) Not younger than 14 or (unless they are an individual with a disability who is attending school under State law) older than age 21 at time of enrollment; **and**
- (3) A low-income individual; **and**
- (4) One or more of the following:
 - (A) Basic skills deficient;
 - (B) An English language learner
 - (C) An offender (an individual who is subject to the juvenile or adult justice system);
 - (D) A homeless individual, a homeless child or youth, a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in an out-of-home placement;
 - (E) An individual who is pregnant or parenting;
 - (F) An individual with a disability;
 - (G) A youth who is a publicly supported foster child.
 - (H) An individual who requires additional assistance to enter or complete an educational program **or** to secure or hold employment. This is defined by the Workforce Development Board approved barriers.

Workforce Development Board approved barriers which meet the required additional assistance area in (H) listed above:

- Single parent household member
- One or more grade levels behind their peers
- Unemployed more than 15 weeks
- Lacks significant work history
- Not in the labor force
- A history of substance abuse
- A refugee household member
- Geographically isolated
- English as a second language
- Migrant youth
- Incarcerated parent

- Behavior problems at school
- Family literacy problems
- Domestic violence
- Chronic health conditions
- High School Graduation Incentive (HSGI)
- Persons of color

ELIGIBILITY:

Out-of-School Young Adult (OSY):

- (1) Not attending any school (see definition of); **and**
 (2) Not younger than 16 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; **and**
 (3) One or more of the following: (For C - G below, it doesn't matter if they have a H.S. Diploma or GED)

Non-Income related:

- (A) A school dropout (see definition of);
 (B) A young adult who is within the age of compulsory school attendance (see definition of), but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
 (C) An individual who is subject to the juvenile or adult justice system;
 (D) A homeless individual, a homeless child or youth, a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in an out-of-home placement;
 (E) An individual who is pregnant or parenting;
 (F) An individual with a disability;
 (G) A youth who is a publicly supported foster child.

Or

Low-income related:

- (H) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual **and** is
 1) either basic skills deficient **or**
 2) an English language learner;
 (I) A low-income individual who requires additional assistance to enter or complete an educational program **or** to secure or hold employment (See Note 1 below).

Program Elements. WIOA section 129(c)(2) includes 14 program elements which consist of the following which we have incorporated into our service delivery:

- (1) Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
 (2) Alternative secondary school services, or dropout recovery services, as appropriate;

- (3) Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - summer employment opportunities and other employment opportunities available throughout the school year;
 - pre-apprenticeship programs;
 - internships and job shadowing; and
 - on-the-job training opportunities.
- (4) Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area, if the local board determines that the programs meet the quality criteria described in WIOA sec. 123;
- (5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (6) Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
- (7) Supportive services;
- (8) Adult mentoring for the duration of at least 12 months that may occur both during and after program participation;
- (9) Follow-up services for not less than 12 months after the completion of participation;
- (10) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual young adult;
- (11) Financial literacy education;
- (12) Entrepreneurial skills training;
- (13) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- (14) Activities that help young adults prepare for and transition to post-secondary education and training.

Minnesota Youth Program:

BACKGROUND: The Minnesota Youth Employment Program (MYP) is designed to provide meaningful work and skills training to eligible 14 through 24 year olds so that their future employability will be enhanced. The primary activity will be work training. Youth will be enrolled in a variety of activities that demonstrate the breadth of service youth receive in MYP.

The performance measures and outcomes for this program are:

1. Attained Work Readiness and Education Goals in Individual Employment Plan (EP);
2. Received Academic Credit or Service Learning Credit;
3. Obtained High School Diploma or GED;
4. Obtained a Certificate or Degree;
5. 80% of the youth will remain/return to school, enter employment or enter another training program;
6. Youth customer satisfaction.

Definition of "at-risk"

MYP eligibility can also occur through the definition of **at-risk** youth. For purposes of determining eligibility, the following list of individuals are considered to be at-risk for MYP:

- pregnant/parenting youth;
- youth with Limited English Proficiency;
- dropouts or potential dropouts (as identified by school professional);
- juvenile offenders/diversion program youth;
- youth receiving public assistance and/or group home services;
- youth with disabilities including learning disabilities;
- homeless or runaway youth;
- chemically dependent or children of drug or alcohol abusers/dependents;
- youth with basic skills deficiency;
- youth with educational attainment one or more levels below grade level appropriate to age;
- foster children.

Youthbuild

BACKGROUND: The Youthbuild mission is to provide young people with an opportunity to improve self-esteem, increase academic and job specific competence, develop teamwork and interpersonal skills through community service work. Youthbuild will provide specialized training, work experience and education for youth, 16 through 24 years of age, at risk of not completing their high school education and who are either eligible for the High School Graduation Incentives program or are economically disadvantaged.

Youth work in crews under a supervisor/instructor to result in the (1) refurbish or build residential housing units for homeless and/or very low-income families or individuals; (2) improvements to the energy efficiency and environmental health of residential units; (3) facilities to support community garden projects; or (4) rehabilitation, improvement, or construction of eligible education, social service, or health facilities that principally serve homeless or very low income individuals and families.

Youthbuild also has an education component in which academic instruction relates to projects on which the youth are working. Youthbuild programs must provide participants with meaningful opportunities to develop leadership skills.

Participating agencies will provide the following services as needed on an individual basis: Assessment, High School Diploma/GED Training, Construction Work Experience, Individualized Transition to Employment Plan Development, Referral, Leadership Opportunities, Career Planning, Life Skills and Support Services. Placement assistance in advanced training or employment will be provided as participants become ready.

Enrollment and Intake

1. All eligible Youthbuild applicants must be:
 - a. ages 16 through 24 at enrollment and be economically disadvantaged, **or** eligible for the High School Graduation Incentives (HSGI) Program;
 - b. If HSGI eligible, they must fall within one of the 2 following categories:
 1. Not attending any school and have not received a secondary school diploma or GED, **or**
 2. Currently enrolled in a traditional or alternative school setting or a GED program **and**, in the opinion of an official of the school, are in danger of dropping out of school.

Youth at-risk for dropping out of school may include:

- Teen parents (male or female ages 16 - 19),
- Juvenile offenders/diversion program youth,
- Chemically dependent youth or children of drug or alcohol abusers/dependents,
- Youth receiving public assistance and/or group home services,
- Youth with disabilities,
- Homeless youth.

Participants must fall into one of two categories below to be served with these funds:

- Teen parents, ages 16-24, who are receiving cash MFIP benefits; or
- Younger youth, ages 14-18, who are listed on the grant in MFIP households.

TANF Teen Parent GED

BACKGROUND: DEED's Office of Youth Development announced the availability of TANF Innovation Funds provided through the Minnesota Department of Human Services to provide work experiences to young parents and teens whose households receive MFIP benefits.

Rural Minnesota CEP, Inc. (RMCEP) will serve as the employer-of-record. This project will serve MFIP teen parents or youth who are on the grant in MFIP households served by the teams of Bemidji, Brainerd, Detroit Lakes, and Moorhead.

Teen birth rates in Minnesota are overall lower than the nation but the rate is twice as high for those in foster care. The high school completion rate is about 30% less than the overall graduation rate. Sanction rates for teen parents is 50%. This program can assist teen parents to remain or come into compliance while receiving MFIP support. Less than 9% of 18-19 year olds receive child support. The overall goals for this program are:

- To prevent births and postpone 2nd births
- Participants get a high school diploma or GED
- Participants become attached to work
- Facilitation of long term planning and goal setting with participants
- Participants develop a relationship with a caring adult (mentor)

The work readiness indicator for skill attainment will be the only performance indicator used for the 2016 TANF Teen Parent GED Project.

Pre-Employment Transition Services (PETS)

BACKGROUND: DEED's Office of Youth Development is partnering with DEED-Vocational Rehabilitation Services (VRS) on a pilot project to provide Pre-Employment Transition Services (PETS) to youth who are eligible for VRS. This collaboration is required under the Workforce Innovation and Opportunity Act (WIOA) Title IV, Subtitle B, Section 422, and encouraged by the Department of Labor in Training and Employment Guidance Letter (TEGL) 8-15. Below is the outline of the projects elements and the respective roles of each of the parties.

Project Objectives

- To provide services in the form of work experiences, introduction to career pathways and related support services to VR-eligible youth.
- To demonstrate effective intra-agency collaborations and local partnerships which improve the outcomes of youth who are eligible for VR services.

- To identify best practices, co-enrollment strategies with the Minnesota Youth Program (MYP) and success stories that can be shared across states and local workforce system providers and other youth-serving agencies across the country.

Service area for this project includes the RMCEP teams from **Moorhead, Detroit Lakes and Bemidji.**

PETS eligibility:

- Age 14 – 21; **and**
- Attending secondary school (including alternative schools); **and**
- Eligible for VR services; **and**
- Referred by VRS counselor.

Transitional Internship Experience:

BACKGROUND: On July 1, 2014, Rural Minnesota CEP, Inc. (RMCEP) was awarded a Minnesota Department of Employment and Economic Development (DEED) youth competitive grant in the amount of \$250,000 to accomplish two objectives. The first objective is to provide in-school and out-of-school youth an opportunity to experience meaningful work within the individual's desired career pathway. The second is to link the participants to employers seeking to fill future vacancies identified by Occupations in Demand (OID) research.

The goal of this project is to improve opportunities for youth to acquire direct hire positions in local OID. This project will lead youth to discover local in-demand occupations, reduce the achievement gap between youth in poverty versus those who are not, and increase the number of workers with sufficient skills available for regional businesses who struggle to meet workforce demands. By achieving these goals, youth served will reduce the likelihood of living in poverty and employers will have a better opportunity to meet labor force needs.

Target Population: Youth participants between the ages of 14 and 24 who face barriers to employment and have an interest in pursuing a career consistent with Occupation in Demand (OID) in their area. While open to both younger in-school youth and older out-of-school youth, the primary target is high school seniors.

The targeted populations are economically disadvantaged youth, veterans, persons with disabilities, individuals lacking a high school diploma or GED, foster care youth – past or present, those living in a MFIP household, ex-offenders, members of under-served populations, homeless persons, or those who struggle with either their own or a family member's chemical dependency.

Beltrami County MFIP Youth – Career Advising and Work Experience

BACKGROUND: The Minnesota Department of Human Services approved the use of MFIP funds for youth employment. RMCEP will provide youth employment services for Beltrami County. Two specific services will be provided: Career Advising and Work Experience.

1. The targeted population is underserved students in schools with significant population below 200% poverty.
2. The Career Advisor will deliver services encompassing the core concepts:
 - a. Provide career exploration and planning activities to sophomores, juniors and seniors to help them develop a career path.

- b. Assist students with post secondary school options, including college selection or job search strategies.
- c. Provide information regarding applying for financial aid (FAFSA) and scholarships for students and families.
- d. Prepare students to take the National Career Readiness Certificate.

Career Advising

BACKGROUND: RMCEP's curriculum for Career Planning provides information on selecting post-secondary education or employment, financial aid for education, and career pathways as well as individualized assessment and occupational information. Our career advisors meet with students individually or in groups to help them explore careers, assess their interest, skills, research occupations, industries, organizations and become familiar with job seeking strategies.

We develop individual plans with students to meet their needs and to identify a starting point for their career development activities. We start with career interest assessments when developing the individual plan based on their career pathway of interest. The RMCEP career counselor will guide students in the use of the Internet for the career planning process using tools such as MCIS, ISEEK, MnCareers, Naviance, Career Ready 101, MinnesotaWorks.net, and other career tools introduced by the Department of Labor. Sophomores may need beginning career planning; Juniors build on what they have already explored; Seniors continue to develop their post-secondary plans. We can provide a career exploration curriculum in the classroom or individually.

1. Deliverables and Strategies:

A. Career Exploration

- 1) Provide instruction based on curriculum from Rural Minnesota CEP, Inc.
 - a. Interest, Values, and Skills Assessment (may use previous assessment results)
 - b. Integrate instruction with tools and classes that are offered at the school
 - c. Career research tools and procedures (Career Ready 101, ISEEK or school based MCIS and Naviance access)
 - d. Tour or Job Shadow
- 2) Document the Career Exploration Process
 - a. Establish or continue a Career Plan/Portfolio
 - b. Document experience and accomplishments unique to students with limited or no work experience
 - c. Promote career development/planning as a lifelong process

B. College Information

- 1) Provide College Exploration Information
 - a. Introduce concepts of value of continued education/training using labor market information
 - b. Introduce concepts of high demand occupations using labor market information
 - c. Introduce concepts of post-secondary education/training costs, financial aid and scholarships
- 2) Provide College Preparation Information
 - a. Assistance with college and scholarship applications
 - b. Developing a plan for college
 - c. Assist with college financial aid applications

C. Job Search Assistance

- 1) Provide Instruction on Job Search Strategies
 - a. Tools for locating job openings, WorkForce Center, ISEEK
 - b. Approaches for locating job openings, networking, hot and cold contacts
 - c. Expose students to an array of resources through the WorkForce Centers
 - 2) Provide Instructions on Job Search Processes
 - a. Resume
 - b. Interview Skills
 - c. Common or key interview questions, and the right answers
 - d. Job Application
 - 3) Document Job Search Processes
 - a. Registration on the Minnesota Works Job Bank
 - b. Completion of resume, job application and practice interview
 - 4) Job Fair/WorkForce Center
 - a. Seniors who plan to work after graduation will be invited to a Job Fair held at the nearest WorkForce Center. RMCEP staff can facilitate WorkForce Center orientations for groups of students
- D. Skills for Education or Employment
- 1) Provide access and orientation to Career Ready 101
 - a. Lessons improve skills and prepare students to test for the National Career Readiness Certificate (NCRC).

Guideposts for Success Integrated into service delivery:

The **Guideposts** are based on the important following assumptions:

1. High expectations for all youth, including youth with disabilities;
2. Equality of opportunity for everyone, including nondiscrimination, individualization, inclusion, and integration;
3. Full participation through self-determination, informed choice, and participation in decision making;
4. Independent living, including skills development and long-term supports and services;
5. Competitive employment and economic self-sufficiency, which may include supports; and;
6. Individualized, person-driven, and culturally and linguistically appropriate transition planning.

The five (5) **Guideposts** are:

1. School-Based Preparatory Experiences,
2. Career Preparation & Work-Based Learning Experiences,
3. Youth Development and Leadership,
4. Connecting Activities,
5. Family Involvement & Supports.

The Guideposts for Success Model (brief description)

Building on thirty (30) years of research and experience, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), in collaboration with the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), created the Guideposts for Success, a comprehensive framework that identifies from a developmental perspective what all youth **need to succeed during the critical transition years. There are also areas of focus to include the following populations: youth in foster care,**

who have involvement in the Juvenile Corrections system, those with learning disabilities, and mental health needs. This model contains five (5) guideposts that all youth need to transition from youth to adulthood. (NCWD)

These five (5) areas of focus as taken directly from the Guideposts for Success second edition are:

Guidepost 1 – School-based preparatory experiences – In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills.

Guidepost 2 – Career preparation and work-based learning experiences – are essential in order for youth to form and develop aspirations and to make informed choices about careers.

Guidepost 3 – Youth development and leadership – is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process.

Guidepost 4 – Connecting activities – Young people need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options.

Guidepost 5 – Family involvement and supports – Participation and involvement of parents, family members, and/or other caring adults promotes the social, emotional, physical, academic and occupational growth of youth, leading to better post-school outcomes.

Integrated Resource Teams

The **Guideposts** will be used as the basis for creating Integrated Resource Teams (IRTs) whereby each of the **Guideposts** are represented by a person(s) who can assist with strategies and services. These representatives will work together towards a common goal and take ownership of their actions to meet the need of the youth.

Creating new or augmenting existing IRTs is the primary strategy for providing intensive services for school year youth along with an employment experience. The IRT is led by the participant. The core members of the IRT will include the participant, family members (family includes adult mentors), and the RMCEP Youth Coordinator. Other members will vary depending on the individual youth's needs. Examples of possible IRT members include case managers, vocational rehabilitation counselors, teachers, or employers. The members of the IRT will engage the participant as partner in the youth's decision making leading to an increase in skills, abilities, and employability. The Youth Coordinator will identify, facilitate and strengthen any new partnerships that may improve employment outcomes for each participant.

The Youth Coordinator will conduct an intake interview by going through a Youth Profile which will identify the characteristics, strengths and supports of the youth. While completing the form, the Youth Coordinator will gather the contact information (e.g. phone numbers, emails) from all partners so the Youth Coordinator can gather additional information and upon completion, distribute both a draft and finalized copy of a visual

Roadmap for Success.

Upon completion of the intake, the RMCEP Youth Coordinator will gather all available academic, occupational, behavioral, cognitive and emotional assessments while developing an individualized and collaborative Roadmap for Success. This time period should not exceed thirty (30) days for high school seniors, post-secondary students, or out-of-school youth. High school juniors and below should be done within sixty (60) to ninety (90) days depending on IRT member availability. Within this timeframe, the RMCEP Youth Coordinator is responsible for coordinating the next IRT meeting ensuring that the family and professional stakeholders can attend.

During the second (follow up) IRT meeting, the Youth Coordinator will facilitate a discussion by reviewing the Roadmap for Success. The Youth Coordinator will present each activity to the participant who will make a decision on whether the activity will remain on the final product. All members of the IRT, including the participant, can suggest additions, deletions or modification to each activity. This discussion will guide the participant, in collaboration with the rest of the IRT, in the creation and implementation of a Youth Action Plan (i.e.a Collaborative Individual Employment Plan or EP). The Guideposts for Success model will provide a pathway in the development of this transition plan. This plan will include high expectations for achievement centered on an occupational goal beyond the initial job placement. The plan will include achievable milestones that, if achieved, will focus the participants towards a career pathway or provide skills within a desired career cluster.

The IRT will assist the participant with identifying and enrolling in academic classes, programs or trainings that will improve both basic and occupational skills needed for the successful attainment of the participant's occupational goals. The IRT will identify and develop work experience that logically follow the participant's chosen career pathway. The Youth Coordinator will facilitate a review of the Youth Action Plan during each IRT meeting and update as necessary. The Youth Coordinator will update the participant's EP when the changes require an action step/activity that the youth need to complete as part of the participant's career pathway goals.

Upon completion of the second IRT meeting, the Youth Coordinator will send out the final revised copy of the Roadmap for Success for review. Once this review is complete, the Youth Action Plan will also be sent out. All activities on the Roadmap will be added to the Action Plan.

Unless otherwise included in the Roadmap and Action Plan, no further IRT meetings are necessary as long as there are no significant changes or disruptions. If the plan needs to be revised because of the participant's choices, the participant's actions, or a lack of availability/access to programs included in the plan, the Youth Coordinator will coordinate another IRT to revise the Roadmap and the Action Plan.

A structured needs assessment & Individual Service Strategy

The Individual Service Strategy (ISS) is based on an objective assessment of academic level, interests, and service needs of each participant. The ISS identifies those services that address the youth's individual needs. The purpose of these services is to prepare youth for post secondary educational opportunities, link academic and occupational learning, prepare youth for employment, and provide connections to the job market and employers. Staff interaction with youth is based on the individual needs and values of each youth, who voice preferences for goal setting, plan development, work site experience, and future career direction. Staff model the identification and accessing of

resources, and support youth to do the same to build self-advocacy skills.

The Youth Assessment used at intake has been updated to be more inclusive of the five (5) areas listed in the Guideposts for Success. This allows staff to gather information about the youth and their current situation as well as attachment to various supports or providers to better determine the needs and strengths of the participant and include them in the ISS. Updates are provided to the ISS as the youth proceeds through the transition steps towards self-sufficiency.

The use of the Resource Mapping Tool we used with our past Disability Employment Initiative (DEI) will also assist staff in determining barriers that need to be addressed and solutions implemented for successful activity participation and outcomes desired. This tool has been incorporated for use with all youth program participants.

Through the use of the Integrated Resources Team (IRT) concept, youth who need additional support can benefit from this partner collaboration to identify and develop a plan for solutions to employment or school barriers. This integrated plan lays out a path to achieve the youth's career goal even beyond where many of the IRT members' service plans with the youth would end. By enlisting the support and ideas of the youth's parent's, guardians and advocates as well as providers of resources and services within the youth's community, we can collectively work together to assist the youth with the steps in their individual plans and provide them the support that will allow them to successfully complete their plan and reach their goals.

19. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with relevant secondary and post-secondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

Youth activities such as work experience are coordinated with local school districts to ensure activities are aligned with education and career goals. RMCEP relies on ABE to provide education in basic skills to adults as well as within career pathway bridging activities.

MnSCU is our primary post-secondary partner and provides the majority of certificate and degree training to WIOA participants. RMCEP and its' educational partners continue to seek innovative ways to collaborate, including exploring the possibilities of co-location on MnSCU campuses and WorkForce Centers.

Through the regional planning efforts, we plan to continue to assess current strategies as well as seek new strategies for collaborative efforts.

20. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with public transportation and other appropriate supportive services.

RMCEP provides supportive services necessary to enable an individual to participate in employment and training activities. Supportive services are based on individual need. The participants' needs are assessed, community resources are utilized, assistance is provided equitably and accountability of funds are maintained.

DEFINITIONS:

Financial Supportive Services: Payments to provide services such as transportation, health care, special services and materials for individuals with disabilities, job coaches, child care and dependent care, temporary shelter, assessment or counseling services not covered by other means, and other reasonable expenses required for participation in program services and to continue employment. Other examples of supportive services include:

- Personal grooming items;
- Household goods such as towels and cooking utensils;
- Translator services;
- Relocation expenses when necessary for employment;
- Car payments when the automobile is owned by the participant.

Please note that individual program policies may allow or prohibit specific supportive services.

It is imperative to note that there is little to no public transportation infrastructure in the rural areas that lend well to the job seeker or the worker. In some of the larger towns, there are public bus systems. Some of the smaller towns have a "Friendly-Rider" bus service, but this service runs on limited hours and not during non-traditional hours to assist with those on shift work. Therefore, car repair and maintenance is the primary transportation related support service need in this region. Also of note is the lack of adequate child care, again especially for those on shift-work.

Working with Economic Development Agencies, Chambers of Commerce and other entities, RMCEP has been involved in discussions regarding innovative practices and solutions to the transportation issue. Although no solution has been implemented, these discussions are on-going and promising.

21. Describe the plans and strategies for, and assurances concerning, maximizing coordination of service provided by the state employment service under Wagner-Peyser Act, and services provided in the local workforce development area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

As provided by Mr. Dave Niermann:

Minnesota's WIOA State Plan describes the state's strategy for providing reemployment assistance to Wagner Peyser's targeted population of UI claimants. The strategy (details currently under development with an implementation date of July 2016) will be as follows:

- A Wagner Peyser staff person will attend every Reemployment Services and Eligibility Assessment (REA) session that the UI program offers across the state. The UI program typically offers REA sessions to approximately 40,000 applicants per year to those who are at risk of exhausting their benefits.
- The REA and Wagner Peyser staff will conduct a quick assessment of every participant to determine who will most likely need additional services from the WorkForce Center.
- The Wagner Peyser staff person will conduct an overview of WFC services either 1:1 or in a group setting (depending on the size of the group) that includes information on how to register for the state's labor exchange system [MinnesotaWorks](#), and information about programs such as the Dislocated Worker program that they may be eligible for.

- The Wagner Peyser staff person will assist the REA customer with creating an initial registration and enrolling in the [Creative Job Search](#) workshop. Creative Job Search is typically the first job finding/job placement service that is offered to UI applicants. The workshop consists of training on how to find a job that includes career planning, preparing for the job hunt, skills identification, resumes and cover letters, applications and references, social media, interviewing skills, and more.
- Wagner Peyser will follow up with REA participants who are not enrolled in a program to ensure that they have a complete registration and resume in MinnesotaWorks, and that they are taking advantage of job placement services.

These activities will be coordinated with the programs and partners within the LWDA.

The Wagner Peyser program also provides services to businesses with three Business Services Representative(s) assigned to LWDA 2, 4 & 5. The goal of the BSR(s) is to contact businesses in the key industry sectors identified in state and local plans, help the business solve their workforce issues, and promote job openings to job seeking customers in the WorkForce Centers.

The activities of the BSRs will be coordinated with other providers in the LWDA to work on regional initiatives and partner on common goals.

WAGNER-PEYSER ASSURANCES

The State assures the following:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time.
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant Migrant Seasonal Farm Worker one-stop centers;
3. If a State Workforce Development Board, department or agency administers State laws for vocational rehabilitation of individuals with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

22. Describe how the local area board will coordinate workforce investment activities carried out under this title in the local workforce development area with the provision of adult education and literacy activities under title II, including a description of how the local area board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232, the review of local applications submitted under title II.

A member of the local Adult Basic Education Consortia is a member of the LWDB. Additionally, RMCEP has entered into an MOU with each entity in the ABE Consortia. The purpose of this collaboration is to enable both entities to have a seamless partnership in which referrals for adult education and literacy activities can be coordinated through a client-centered approach. We have worked together on several initiatives and projects such as FastTRAC, Pathways to Prosperity, the introduction and

implementation of Career Ready 101, and the local provision of literacy activities. We will continue this partnership and coordination that has been well-established in this region. We intend to explore the possibilities of including ABE in the MFIP orientation and other program orientations as appropriate, which will allow for seamless delivery in the access to adult basic education and literacy activities.

23. Describe the replicated cooperative agreements (as defined in section 107(d)(11)) between the local area board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated state agency or designated state unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

The local Workforce Development Board and Vocational Rehabilitation Services collaborate to enhance services to individuals with disabilities, individuals with other barriers to employment, and individuals living in poverty. To the extent possible, services are co-located in WorkForce Centers to provide access to a wide variety of services. Each WorkForce Center provides an orientation to services available to assist job-seekers make an informed decision on choice of service provider. Direct service staff participate in cross-training to ensure they understand the services offered by the various partners, and the eligibility criteria for each program.

Vocational Rehabilitation staff is available for consultation without the need for the person to apply for services. Typical topics include how and when to disclose a disability, effective use of assistive technology, Social Security work incentives, and benefits planning. There is currently a joint effort to provide joint financial planning and work incentives planning for individuals receiving Social Security Disability Insurance. Disability Benefits 101, a software program developed using Medicaid Infrastructure grant funding, is available to all partners to assist staff inform job-seekers about the impact earned income will have on federal and state benefits, including public health insurance.

The Workforce Development Boards consults with Vocational Rehabilitation Services as they are developing initiatives such as incumbent worker training programs, customized training programs, career pathways initiatives, youth services, and other business services.

Local Workforce Development Boards sponsor local Job Fairs. Vocational Rehabilitation participates in the Job Fairs and other community events. The local partners also share job leads, and Vocational Rehabilitation may purchase placement services from the local Board as part of a performance-based funding agreement.

RMCEP provides Social Security Administration (SSA) certified benefits planning and financial education services as part of the Department of Rehabilitative Services (DRS) Substantial Gainful Activity (SGA) Pilot project. These services are available in the Crookston Regional Area. RMCEP also holds a Limited Use Vendor Contract with the Minnesota DRS to provide these services on a fee basis to the Fergus Falls Regional Area.

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24. Describe and identify the entity responsible for the disbursement of grant funds described in section 107(d)(12)(B)(i).

<p>The Local Elected Officials of RMCEP is the entity responsible for the disbursement of grant funds. This entity is locally known as the RMCEP Board of Directors WIOA 107(c)(1)(C). The Board of Directors membership is as follows:</p> <p>A. The Board of Directors membership shall consist of a maximum of fifteen (15) members.</p> <p>B. The Board of Directors shall include as members:</p> <ul style="list-style-type: none"> - Nine (9) individuals representing the public at large; - An individual from each of the Leech Lake, Red Lake and White Earth Reservation Bands. The Chair of each Band shall be asked in writing to recommend an enrolled tribal member for consideration by the Nominating Committee. - Three (3) members from the Rural Minnesota CEP Workforce Development Board, one (1) of whom shall be the Chairperson of that Workforce Development Board. <p>C. Each member listed above shall be entitled to one (1) vote, to be cast only when present at scheduled meetings.</p> <p>D. Members of the Board of Directors shall not be represented by a proxy or substitute in any Board function or activity.</p> <p>E. Employees of Rural Minnesota CEP shall not concurrently serve as members of the Board of Directors and are not bound by these Bylaws except as indicated herein.</p>
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25. Describe the competitive process to be used to award the sub-grants and contracts in the local workforce development area for activities carried out under this title.

<p>All services are provided by RMCEP according to the MOU developed with the LWDB and RMCEP.</p>

26. Describe how the local levels of performance negotiated with the Governor and chief elected official will be used to measure the performance of the local workforce development area and to be used by the local area board for measuring the performance of the local fiscal agent, eligible providers under subtitle B and the One-stop delivery system.

<p>As mentioned elsewhere, RMCEP has developed an internal system using proxy measures to enable the agency to monitor performance progress in real time. This system is used to identify areas of concern and allows enough time to conduct follow-up activities to ensure performance. Additionally, the RMCEP Board of Directors has implemented higher internal expectations to ensure the agency meets or exceeds the negotiated measures.</p> <p>Performance measures and fiscal accountability are compared against the goals via a monthly report. Results are reported to the WDB and the Board of Directors (LEO). Staff are held accountable for meeting performance measures.</p>

Monitoring is also done by DEED for both performance measures and fiscal accountability. Additionally, RMCEP has an annual audit conducted by an independent auditor.

27. Describe the actions the local area board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the state board.

RMCEP will follow the factors outlined by the state board. We will remain a high-performing agency through our internal monitoring, constant staff training, and taking advantage of appropriate educational opportunities in all aspects of workforce development.

28. Describe how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local area board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

Through our Career Planning and Exploration activities, clients are informed about local occupations in demand and explore the various educational options that align with their career pathway. In this manner, the client is able to make an informed choice in the selection of both their career pathway, as well as their training program.

The purpose of Classroom Training is to assist those individuals with the greatest need for vocational training or retraining for employment and who are least likely to obtain it without RMCEP intervention. While the participant's financial and training needs will be the primary determination of selection, the participant's chances of successfully completing the training objective will be taken into consideration in the selection process.

WIOA authorizes Individual Training Accounts (ITAs) for adults and dislocated workers to support their training in demand occupations. ITAs allow eligible adults and dislocated workers to choose a certified training program that best meets their needs. This choice is to be made after full consultation and agreement with the training counselor at the local WorkForce Center.

The WDB *and* DEED Regional Labor Market Analyst identify Occupations in Demand in the three economic development regions of the RMCEP Workforce Service Area to inform the workforce development system.

Training services must be linked to occupations in demand.

Selection for training is a decision based on the participant's need for occupational skills, financial need, and ability to benefit from vocational instruction methods, as assessed during the customer's interaction with RMCEP staff. The NCRC is used as a tool for determining ability to benefit.

The need for training must be justified and documented in the individual's Employment Plan (EP) on Workforce One.

ITAs can only be used for eligible adults and dislocated workers in accordance with adult and dislocated worker eligibility policies. Individuals who are eligible for WIOA services

must meet additional requirements to be eligible for an ITA:

- a. The goals in the individual's employment plan can only be met with the proposed training; and
- b. Based on available labor market information, there is a reasonable expectation that there is a demand for full-time employees where the participant will (or is willing to) reside upon completion of the program; and
- c. The average wage for employees with this training can lead toward self-sufficiency; and
- d. The participant is unable to obtain grant assistance from other sources to fully cover the comprehensive cost of such training; and
- e. The participant can meet the requirements for admission into the program; and
- f. There is a reasonable expectation that the participant will complete the training program based on current assessment information.

The ITA is signed off by both the customer and the RMCEP classroom training counselor. The signed copy is given to the customer.

On-the-Job Training (OJT) is another method of training provided to RMCEP clients. Through assessment, an OJT may be determined by the Counselor and the client to best fit the training needs and is documented and justified in the Employment Plan. OJT must be provided through a written contractual arrangement. OJT contracts may be written with employers in the private sector, the private non-profit sector, and public employers. The OJT contract must identify the occupation, the skills and competencies to be learned, and the length of time the training will be provided. The OJT contract is a training alternative suitable for participants who may benefit from, or prefer, a "hands-on" learning environment over a classroom situation.

The reimbursement to the employer is compensation for the extraordinary costs associated with the training of participants. Some of these costs include more intense supervision, above average material wastage, abnormal wear on tools, down time, and a lower rate of production. Extraordinary costs need not be documented. The OJT participant/employee is considered to be an employee on a "hire-first and train-later" basis. The participant/employee must receive wages and fringe benefits equal to those similarly employed by the employer. The reimbursement is not a wage subsidy. It is a reimbursement of the extraordinary costs of training incurred by the employer in preparing the employee for successful entry level employment. It is expected that the participant/employee will be retained on a full time basis after successful completion of contract. It is also expected that the participant/employee will continue to receive compensation and benefits commensurate with his/her job performance.

29. Describe the process used by the local area board to provide opportunity for public comment, including comment by representatives from businesses and comment by representatives of labor organizations; and input into the development of the local plan, prior to submission of the plan.

The Board provides an opportunity for public comment by publishing the below announcement and a copy of the DRAFT plan on the agency's website. In addition,

comments are solicited through the WDB membership, which includes representatives of business and labor organizations.

PUBLIC NOTICE ANNOUNCEMENT PUBLIC NOTICE to submit the 2016-2017 Workforce Annual Plan for the utilization of State and Federal Employment and Training Funds in Local Workforce Development Area 2 (LWDA2).

LWDA 2 encompasses the following counties: Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomen, Morrison, Otter Tail, Pope, Stevens, Todd, Traverse, Wadena and Wilkin. Services will be provided to employers, job seekers and workers through one-stop shopping at local WorkForce Centers. The operator of the centers is a partnership consisting of the Minnesota Department of Employment and Economic Development (DEED), Rural Minnesota CEP (RMCEP), Rehabilitation Services and State Services for the Blind. The WorkForce Development Board will ensure that the workforce investment system meets the labor market needs of its customers. RMCEP will provide Workforce Innovation and Opportunity Act (WIOA), State Dislocated Worker Program, Minnesota Youth Program (MYP) and Senior Community Service Employment Program (SCSEP) services. WIOA is a federal funded program designed to increase the occupational skills attainment, employment, job retention and earnings of participants in order to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. The State Dislocated Worker Program assists workers who lose their jobs because of layoff or plant closing. MYP provides summer jobs and basic work skills training for youth age 14-21. SCSEP provides part-time jobs for individuals age 55 and older. DEED utilizes Wagner-Peyser funds to provide a labor exchange, connecting job seekers with potential employers. Unemployment Insurance (UI), Veterans, Work Opportunities Tax Credit and Trade Adjustment Act programs are also accessed through DEED. DEED's Business Services efforts are meant to complement local efforts. The local plan is incorporated with economic development, education and local entities identified by the Workforce Development Board. RMCEP fully endorses the promotion of equal opportunity and non-discrimination in all aspects of employment and training including recruitment, selection, appointment, promotion, compensation and any other personal or programmatic action for RMCEP staff, participants or subcontractors. Comments should be submitted by May 13, 2016, to: Dan Wenner, Director Rural Minnesota CEP, Inc. 803 Roosevelt Avenue P.O. Box 1108 Detroit Lakes, MN 56502-1108.

30. Describe how the one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.

RMCEP is fully engaged in the Workforce One (WF1) system and uses this system as an integrated intake and case management information system. Additionally, several of our staff members were on the WF1 re-write team and remain active as field staff advisory to DEED in WF1 updates.

SECTION C: PROGRAM OPERATIONS

1. A. How does the local workforce development area ensure staff comply with the policies and procedures for Rapid Response as communicated on DEED's website?

As described below, RMCEP has identified one Rapid Response liaison to work with the Rapid Response office. This person is tasked with knowing the relevant policies and procedures well and ensuring staff and partners follow the processes outlined in DEED's Dislocated Worker Policies, which include communicating with Rapid Response and participating in the competitive process as appropriate.

- B. How does the local workforce development area inform the state Rapid Response team within 24 hours about an actual or potential dislocation event when there is possibility of a mass layoff (50 or more dislocations)?

RMCEP has identified one Rapid Response liaison to work with the Rapid Response office. This system has allowed for greater efficiencies in service coordination. When a mass dislocation occurs in LWDA 2, RMCEP or partner staff inform the RMCEP Rapid Response liaison. The liaison immediately contacts the State Rapid Response office to inform them of the event and to provide the company's contact information.

In the event where the State Rapid Response office is the first point of knowledge, a representative from that office contacts the RMCEP liaison either directly or through announcements. The manner of communication may depend on whether or not a competitive process will be required.

At that point, the RMCEP liaison and the State Rapid Response staff work together to provide information to the company and the dislocated workers. As the Rapid Response administers and tabulates the dislocated worker needs assessment and develops the Employee Planning Committee, this information is provided to the RMCEP liaison. Service delivery strategies are then developed with the Planning Committee and RMCEP.

- C. Describe how the local area board will coordinate workforce investment activities carried out in the local workforce development area with statewide rapid response activities.

The RMCEP Rapid Response liaison works with each site supervisor, manager and the State Rapid Response team very closely to ensure information is gathered and disseminated to the appropriate parties. Because the site supervisor is most closely connected to their local businesses, this person is involved early in the process and works directly with the company, the Rapid Response Team, and the LWDA Rapid Response liaison. We are fortunate in that the LWDA has developed and maintains a positive and close working relationship with the State Rapid Response Team that allows all of us to collaborate together in securing and disseminating information at the earliest possibility and begin planning the next steps.

D. Complete **Attachment B – Local Workforce Development Area Contacts.**

2. A. How does the local workforce development area inform the state Trade Act staff of companies that are potentially TAA certifiable?

The RMCEP staff and State Rapid Response Team begin working with the affected companies and their dislocated workers early in the process. The potential of a TAA certifying event is discussed and explored. The RMCEP staff and/or the State Rapid Response Team provide the State Trade Act contact information and also informs the State Trade Act contact as soon as possible. Many times the BSR's that are in the communities learn that a closure will occur either from the local economic development partner or from the business itself. The BSR's also communicate directly with the TAA staff to update them as local events occur.

- B. How does the local workforce development area cooperate with the state Trade Act staff where the layoff involves a company that the DOL trade-certified?

The Team Leader (Site Supervisor) at each WorkForce Center is identified as the local contact person. TAA works with the Team Leader whenever possible to arrange for meetings with the affected dislocated workers to explain the TAA program and benefits. The Team Leader and/or local staff also attend these meetings to begin the coordination of services. To maximize the efficiency of funding under dislocated worker programs and TAA, RMCEP will assist clients to access TAA for classroom training, TRA income support, job search cost, and relocation. DEED will provide benefit administration from their main office in St. Paul. RMCEP case management services will be funded through dislocated worker program funding. RMCEP staff attend training by the TAA staff to better understand expectations and increase communications.

- C. Is the local workforce development area willing to participate in TAA Counselor Training and TAA Participant Training when a trade-certification occurs?

Yes _____

3. A. The local workforce development area has developed and implemented local Supportive Service policies that are consistently applied for all participants.

Yes _____

- B. Describe the steps taken to ensure consistent compliance with the policy.

Support Services are provided based on individual need and are consistently applied throughout the agency for all participants. RMCEP has a comprehensive policy to ensure allowable costs and describes a detailed internal process. A part of this process which ensures consistent application is the venue of the team approach. The team reviews each request for a support service and approves or denies with explanation. Additionally, if approved, the request goes to the Operations Services Department which is tasked with quality assurance and checks each request against policy requirements.

SECTION D: SYSTEM OPERATIONS AND ATTACHMENTS

1. The local workforce development area has processes in place to assure non-duplicative services, and avoid duplicate administrative costs.

Yes X

2. The local workforce development area is aware of and staff participate in the Reception and Resource Area Certification Program (RRACP) to better serve all customers?

Yes X

3. A. The local workforce development area and their partners are aware of the responsibilities of the Equal Opportunity Officer, including attending DEED sponsored EO Training?

Yes X

- B. Complete **Attachment B – Local Workforce Development Area Contacts**.

- C. The local workforce development area is aware and conducts annually a physical and program accessibility review?

Yes X

4. Does the local workforce development area have in place an agreed upon WIOA Discrimination complaint process per the regulations?

Yes X

5. A. Does the local workforce development area have in place an agreed upon WIOA Program Complaint Policy per the regulations?

Yes X

- B. Complete **Attachment B – Local Workforce Development Area Contacts**.

6. How do you identify current or former Military Service Members coming into your WorkForce Center?

LWDA 2 complies with Policy Guidance from DEED on Veterans and Dislocated Workers. All staff understand appropriate service delivery and priority of service to veterans. Veterans have priority of service in all employment and training programs in accordance with the Job for Veterans Act (P.L. 107-288, November 7, 2002), and all succeeding appropriate laws, rules and regulations. Priority service to veterans is also outlined in internal policies. RMCEP will follow the flowchart recently provided to LWDA's by Mr. Finley.

RMCEP has established that veterans and their eligible spouses (hereafter, together referred to as "veterans") who meet program eligibility requirements have the first priority for all services. WorkForce Center Resource Rooms are the primary entry point into employment and training services. Resource Room personnel are specifically trained to assist all customers to include assessing customers' needs and confirm

expectations as a part of the initial greeting. During this process, veterans are identified either through self-identification or staff inquiry.

All veterans coming to the reception desk have the option of self-identifying and asking for specific services such as referral directly to a veterans' staff representative. They may also receive initial assessment or services and be referred to RMCEP staff to pursue eligibility for programs and services as needed.

Resource Room resources and services are readily visible and available to veterans. Staff serve veterans one-on-one for core services so veterans are aware of resources designed specifically to meet their needs. For example, many on-line and hard copy resources are available specifically targeted to assisting veterans. Community resource brochures are readily available. Another example is a link on the resource area organizer, <http://www.careeronestop.org/militarytransition>, designed to assist veterans' transition back to civilian life. RMCEP has taken proactive measures to provide training for staff with the issues faced by many veterans returning from active duty. We work closely with Veterans Services partners. Staff have attended Veteran Reintegration Training to better assist veterans and their families return to normal life after combat.

DEED Job Services works with the REA staff to identify veterans who are currently UI Applicants. DVOP's are scheduled to attend all UI Orientations that have veterans on the invitee list.

7. How do you inform current or former Military Service Members coming into your WorkForce Center about "Veteran Priority of Service?"

LWDA 2 complies with Policy Guidance from DEED on Veterans and Dislocated Workers. All staff understand appropriate service delivery and priority of service to veterans. Veterans have priority of service in all employment and training programs in accordance with the Job for Veterans Act (P.L. 107-288, November 7, 2002), and all succeeding appropriate laws, rules and regulations. Priority service to veterans is also outlined in internal policies. Veterans are identified through staff inquiry or self-identification. Staff inform current or former Military Service Members of priority of service as soon as the veteran or current service member is identified.

8. If your WorkForce Center has a presence on the Internet (outside of your local DEED WorkForce Center site) how do you promote Public Law 107-288, "Veterans Priority of Service" to veterans on that website?

RMCEP will update its website to include a message about veterans having priority of service.

9. How do you identify current or former Military Service Members with "significant barriers to employment?"

Through program eligibility determinations, an Initial Assessment is conducted through a formal guided interview. Staff present the assessment information to the RMCEP client services team. The team recommends veterans for additional core services, referral to other agencies, or intake for intensive services based on eligibility, need, and

availability of resources. As stated above, this policy also covers those spouses of veterans identified by law as having priority for services.

Veterans also receive services from Wagner-Peyser and WIOA funded staff. Staff are trained by veteran's staff on veterans' preference and priority of service. Veterans' staff may either provide or work with other partners to provide assistance with registration, referrals to jobs, counseling, referrals to supportive services, job development, Creative Job Search workshops, resume preparation assistance, and other services. Veterans are given maximum exposure to suitable jobs and priority assistance in competing for those jobs.

Individuals leaving active duty from the regular armed forces, National Guard or Armed Forces Reserves, for reasons other than dishonorable discharge, are eligible for Dislocated Worker Services.

Dislocated Worker services eligibility for veterans will consider the following:

- a). The individual no longer has a civilian job upon his or her return; or
- b). The civilian job still exists but is no longer appropriate because of the individual's increased skills obtained in the military, leaving the individual essentially underemployed given his or her skills; or
- c). The civilian job still exists but it pays significantly less than the military paid during the time of active service.

Job Services will provide all veterans that attend the REA Orientation with the opportunity to take the National Career Readiness Certificate and to receive advice and training on how to use the NCRC in their job seeking efforts.

10. When a current or former Military Service Member with a significant barrier to employment is identified, how do you refer them to an appropriate intensive service provider when there is no Disabled Veteran Outreach Program (DVOP) specialist in your WorkForce Centers?

The guided interview Initial Assessment is the key that allows us to appropriately refer a veteran to program staff or, as appropriate, to a Local Veteran Employment Representative and/or to Disabled Veterans Outreach Personnel. A referral may also be included in the development of an employment plan.

WorkForce Center staff work closely together as a team to provide customer service. Communication is both formal, at established WorkForce Center partner meetings, and informal through staff-to-staff discussion.

The team approach of the partners at our WorkForce Centers is illustrated as follows: The local DEED Business Service Reps learns of a hiring need of a local employer. This information is shared with the WorkForce Center staff. The local Veteran's Representative knows of a veteran who would be a likely candidate. RMCEP staff then writes an On-the-Job Training contract with the employer to get the veteran on the job. This illustration is based on actual experiences.

Priority services to veterans and spouses of certain veterans are provided by SrVERs and DVOPs. SrVERs oversee the provision of all services and actively promote integration with all WorkForce Center services. By doing so, they ensure preference to eligible veterans in the provision of workforce development services. They will also

actively participate in employer marketing and public relations, coordinating with other staff involved in employer services, and job development. DVOPs promote recruitment of disabled vets and provide individual case management services. All WorkForce Centers in LWDA 2 are served at least weekly by veteran's staff from within the region, either through permanent assignment or on an itinerant basis.

11. How are DVOP and/or Local Veterans Employment Representatives (LVER) staff integrated into the overall service delivery strategy in your WorkForce Centers?

RMCEP provides all services through the WorkForce Centers at which the DEED Veterans Service Representatives are also located. This partnership is ideal to ensure coordination and collaboration of services. Services include the full range of WIA adult and dislocated worker services, in addition to the specific veterans services provided by the Veterans Reps. In some areas, the Veterans Representatives come to the Workforce Center on a regularly scheduled itinerant basis. RMCEP staff maintain regular contact with them to ensure that veterans are informed of services available at the WorkForce Centers and this allows for a seamless referral process.

The DVOPs are working in partnership with our local UI/REA representatives to identify all veterans. The DVOP will attend the REA events along with the Job Service staff in order to provide customized veteran's services. Veterans are given priority service for Creative Job Search as well as the National Career Readiness Certificate.

12. Are all WIOA-funded partners complying with the guidance provided in the TEGE regarding Selective Service?

Yes X

13. What is your strategy to ensure that job-ready job seekers enrolled in your programs (including non-program universal customers) are registering in MinnesotaWorks.net and are making their resumes viewable to employers?

All job-ready customers utilizing the Resource Room are assisted with registration in the Minnesotaworks.net system and are encouraged to complete a resume and have it uploaded into the system.

All job-ready enrolled customers participate in job seeking activities which include a component in which they register in Minnesotaworks.net and upload their resume.

14. **Conflict of Interest and Integrity:** Local area boards must make decisions in keeping with several laws and regulations. Indicate below that your local area board is aware of DOL Training and Employment Guidance Letter 35-10 and Minnesota OGM 08-01 and its relevant federal laws and regulations.

Yes X

15. The local workforce development area's conflict of interest policies are in compliance with the above two references?

Yes X

16. A. The local workforce development area is aware of the referenced statute on Government Records.

Yes X

B. The local workforce development area is aware of the requirement to retain documentation for six years.

Yes X

C. Complete **Attachment B – Local Workforce Development Area Contacts**.

17. **Handling and Protection of Personally Identifiable Information:** The local workforce development area is complying with the guidance provided in TEGL 39-11.

Yes X

18. **Human Trafficking:** The local workforce development area is aware of TEGL 09-12 and will follow the procedures for working with trafficked persons.

Yes X

19. **Gender Identification:** The local workforce development area is aware of TEGL 37-14 and will follow the procedures for developing a similar policy including key terminology, and have in place regarding working with customers who may be lesbian, gay, bisexual and transgender. Local workforce development areas will also participate in any related training.

Yes X

20. **Uniform Guidance:** The local workforce development area is aware of TEGL 15-14 regarding Uniform Guidance.

Yes X

21. A. Briefly describe the local area board’s policy and timetable for filling vacancies, replacing/reappointing individuals whose terms have come to an end. Include in your description any plans to fill the terms that will be expiring as of June 30, 2016.

According to the bylaws of the local Workforce Development Board:

Members of the Workforce Development Board shall be appointed by the Board of Directors of RMCEP.

1. Membership terms shall be fixed and staggered. Members shall be appointed to serve a term of three (3) years. Membership years shall run from July 1 to June 30.
2. Should a vacancy occur during the member’s term, the Board of Directors shall appoint a new member to complete the term.
3. Any member may be reappointed.

The Executive Director leads the recruitment process when terms have ended and new members are sought. Various recruitment venues are used including: local

Chambers of Commerce, current or former members, and agencies or companies in a representative area (such as business, education, or labor). Persons who hold membership with terms expiring as of June 2016 may be reappointed. If they are not reappointed or decline to continue to serve, the recruitment process will begin for their respective representative area.

B. Is your local area board currently in compliance with WIOA?

Yes _____ No X _____

If No, what steps will be taken to bring your local area board into compliance by June 30, 2016?

Through attrition and the addition of one higher education member (currently being recruited), RMCEP will be WIOA compliant with local area board requirements by June 30, 2016.

C. Complete **Attachment C – Local Area Board Membership List**.

D. Complete **Attachment D – Local Area Board Committee List**.

22. Complete remaining portions of **Attachment B – Local Workforce Development Area Contacts**.
23. If applicable, complete **Attachment E - Local Workforce Development Area Sub-Grantee List**.
24. If applicable, complete **Attachment F - Local Workforce Development Area Non-WFC Program Service Delivery Location List**.

ASSURANCES AND CERTIFICATIONS

ASSURANCES

As a condition to the award of financial assistance from the Department of Labor under Title I of the Workforce Investment Act of 1998 (WIA) and the Workforce Innovation and Opportunity Act and any other DEED/Workforce Development Employment and Training funds, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions and other assurances of the following laws:

- **Accessibility** - [Section 508 of the Rehabilitation Act of 1973, as amended](#) - Requires that federally funded program providers make their electronic information and technology accessible to people with disabilities;
- **ACORN** – [Funds may not be provided](#) to the Association of Community Organizations for Reform Now, or any of its affiliates, subsidiaries, allied organizations or successors;
- **Audits** – [2 CFR 200.501](#) and [Single Audit Act Amendments of 1996](#) - organization-wide or program-specific audits shall be performed;
- **Buy American**- Buy American Act – award may not be expended unless the funds comply with [USC 41, Section 8301-8303](#);
- **Data Sharing** – [MN Access to Government Data](#), [MN Duties of Responsible Authority](#); [MN Access to Information](#); [MN Administrative Rules Data Practices](#); [DEED Policy – Data Practices](#);
- **Disability** - that there will be compliance with the [Architectural Barriers Act of 1968](#), [Sections 503 and 504 of the Rehabilitation Act of 1973](#), as amended, and the [Americans with Disabilities Act of 1990](#);
- **Drug-Free Workplace** – [Drug-Free Workplace Act of 1988](#) – requires all organizations to maintain a drug-free workplace;
- **Equipment** – [2 CFR 200. 313](#), [200.439](#) – must receive prior approval for the purchase of any equipment with a per unit acquisition cost of \$5,000 or more, and a useful life of more than one year;
- **Fire Safety** – [15 USC 2225a](#) – ensure that all space for conferences, meetings, conventions or training seminars funded in whole or in part complies with the protection and control guidelines of the Hotel and Motel Fire Safety Act ([Public Law 101-391](#));
- **Fraud/Abuse** - that the provider has policies on fraud and abuse and will contact DEED for potential fraud and abuse issues; [20 CFR 667.630](#); [DEED Policy – Fraud Prevention and Abuse](#);
- **Health Benefits** – [Public Law 113-235, Division G, Sections 506 and 507](#) – ensure use of funds for health benefits coverage complies with the [Consolidated and Further Continuing Appropriations Act, 2015](#);
- **Insurance** - that insurance coverage be provided for injuries suffered by participants in work-related activities where Minnesota's workers' compensation law is not applicable as required under Regulations [20 CFR 667.274](#);
- **Insurance** – [Flood Disaster Protection Act of 1973](#) – provides that no Federal financial assistance to acquire, modernize or construct property may be provided in identified flood-prone communities in the United States, unless the community participates in the National Flood Insurance Program and flood insurance is purchased within 1 year of the identification;
- **Limited English** - [Executive Order 13166](#) - Improving access to services for persons with limited English proficiency;
- **Nondiscrimination** - [Section 188 of the Workforce Innovation and Opportunity Act](#) (WIOA) - Requires applying nondiscrimination provisions in the administration of programs and activities for all eligible individuals, including individuals with disabilities;

- **Nondiscrimination** - [Section 188 of the Workforce Investment Act of 1998](#) (WIA) - Requires applying nondiscrimination provisions in the administration of programs and activities for all eligible individuals, including individuals with disabilities;
- **Nondiscrimination** - [Title VI of the Civil Rights Act of 1964, as amended](#) – Prohibits discrimination on the bases of race, color, and national origin under any program receiving federal financial assistance;
- **Nondiscrimination** - [Title VII of the Civil Rights Act of 1964, as amended](#) - Prohibits discrimination on the basis of race, color, religion, sex or national origin in employment;
- **Nondiscrimination** - [Title II of the Genetic Information Nondiscrimination Act of 2008](#) - Prohibits discrimination in employment on the basis of genetic information;
- **Nondiscrimination** - [Title V of the Older Americans Act of 1965](#) - Prohibits discrimination based on race, color, religion, sex, national original, age disability or political affiliation or beliefs in any program funded in part with Senior Community Services Employment Program funds;
- **Nondiscrimination** - [Title IX of the Education Amendments of 1972, as amended](#) - Requires applying nondiscrimination provisions, based on sex, in educational programs;
- **Nondiscrimination** - [Title I \(Employment\) Americans with Disabilities Act \(ADA\)](#) - Prohibits state and local governments, from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment;
- **Nondiscrimination** - [Title II \(State and Local Governments\) Americans with Disabilities Act \(ADA\)](#) - Prohibits qualified individuals with disabilities from discrimination in services, programs, and activities;
- **Nondiscrimination** - [Section 504 of the Rehabilitation Act of 1973, as amended](#) - Prohibits discrimination against qualified individuals with disabilities;
- **Nondiscrimination** - [Age Discrimination Act of 1975, as amended](#) - Prohibits discrimination on the basis of age;
- **Nondiscrimination** - [Title 29 CFR Part 31](#) Nondiscrimination in federally-assisted programs of the Department of Labor, effectuation of Title VI of the Civil Rights Act of 1964;
- **Nondiscrimination** - [Title 29 CFR Part 32](#) Nondiscrimination on the basis of disability in programs and activities receiving or benefiting from federal assistance;
- **Nondiscrimination** - [Title 29 CFR Part 33](#) Enforcement of nondiscrimination on the basis of disability in programs or activities conducted by the Department of Labor;
- **Nondiscrimination** - [Title 29 CFR Part 35](#) Nondiscrimination on the basis of age in programs or activities receiving federal financial assistance from the Department of Labor;
- **Nondiscrimination** - [Title 29 CFR Part 37](#) Implementation of the Nondiscrimination and Equal Opportunity provisions of the Workforce Investment Act of 1998;
- **Nondiscrimination** - [Title 29 CFR Part 38](#) Implementation of the Nondiscrimination and Equal Opportunity provisions of the Workforce Innovation and Opportunity Act;
- **Nondiscrimination** - [Executive Order 13160](#) Nondiscrimination on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent in federally conducted education and training Programs;
- **Nondiscrimination** - [Executive Order 13279](#) - Nondiscrimination against grant seeking organizations on the basis of religion in the administration or distribution of federal financial assistance under social service programs, including grants, contracts, and loans;
- **Nondiscrimination** - [The Minnesota Human Rights Act of 1973, Minnesota Statutes, Chapter 363A](#) - Prohibits discrimination in employment and providing public services on the basis of race, color, creed, religion, natural origin, sex, marital status (employment only), disability, status with regard to public assistance, sexual orientation, familial status

(employment only), citizenship, or age (employment only), and local human rights commission activity (employment only);

- **Nondiscrimination** - that collection and maintenance of data necessary to show compliance with the nondiscrimination provisions of WIA and [WIOA Section 188](#), as provided in the regulations implementing that section, will be completed;
- **Opportunity** – [Executive Order 12928](#) – encouraged to provide subcontracting/subgranting opportunities to Historically Black Colleges and Universities and other Minority Institutions and to Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals;
- **Personally Identifiable Information (PII)** – [Training and Guidance Letter 39-11](#) – must recognize and safeguard PII except where disclosure is allowed by prior written approval of the Grant Officer or by court order;
- **Procurement** – Uniform Administrative Requirements – [2 CFR 200-317-36](#) – all procurement transactions to be conducted in a manner to provide, to the maximum extent practical, open and free competition;
- **Publicity** – no funds shall be used for publicity or propaganda purposes, preparation or distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation designed to support or defeat legislation pending before the Congress or any state/local legislature or legislative body, except in presentation to the Congress or any state/local legislature itself, or designed to support or defeat any proposed or pending regulation, administrative action, or order issued by the executive branch of any state or local government. Nor shall grant funds be used to pay the salary or expenses of any recipient or agent acting for such recipient, related to any activity designed to influence the enactment of legislation, appropriations regulation, administrative action, or Executive Order proposed or pending before the Congress, or any state government, state legislature or local legislature body other than for normal and recognized executive-legislative relationships or participation by an agency or officer of a state, local or tribal government in policymaking and administrative processes within the executive branch of that government;
- **Salary/Bonus** – [Public Law 113-235, Division G, Title I, Section 105](#) – none of the funds appropriated under the heading “Employment and Training” shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of [Executive Level II](#). Further clarification can be found in [TEGL 5-06](#);
- **Seat Belts** - [Executive Order 13043](#) – Increasing Seat Belt Use in the United States;
- **Text Messaging** – [Executive Order 13513](#) – encouraged to adopt and enforce policies that ban text messaging while driving company-owned or –rented vehicles or GOV or while driving POV when on official Government business or when performing any work for or on behalf of the Government;
- **Trafficking of Persons** – [2 CFR 180](#) – OMB Guidelines to Agencies on Governmentwide Debarment and Suspension – may not engage in severe forms of trafficking, procure a commercial sex act or use forced labor in the performance;
- **Veteran Priority of Service** - [Public Law 107-288: Jobs for Veterans Act](#) - Priority of service for veterans (including veterans, eligible spouses, widows and widowers of service members) in qualified job training programs;
- **Veterans** - [Public Law 112-56: Vow to Hire Heroes Act of 2011](#) - Establishes guidelines for service providers who are providing employment, training, academic or rehabilitation services for military veterans;
- **Veterans** - that veterans will be afforded employment and training activities authorized in WIA and WIOA Section 134, and the activities authorized in Chapters 41 and 42 of Title 38 US code, and in compliance with the veterans' priority established in the Jobs for Veterans Act. ([38 USC 4215](#)), U.S. Department of Labor, [Training and Employment Guidance Letter 5-03](#) and Minnesota's Executive Order 06-02;

- **Voter Registration** - that the required voter registration procedures described in [Minnesota Statutes 201.162](#) are enacted without the use of federal funds;
- **Voter Registration** – [52 USC 20501 – 20511](#) – National Voter Registration Act of 1993.

CERTIFICATIONS

By signing and submitting this plan, the local area board is certifying on behalf of itself and the subgrantee, where applicable:

- A. That this **Regional and Local Workforce Development Area Plan** was prepared and is in accordance with all applicable titles of the WIOA Act of 2014, Title V of the Older Americans Act, applicable Minnesota state statutes and that it is consistent with Minnesota's current and future state plans;
- B. that it has provided at least a thirty day period for public comment and input into the development of plan by members of the local area board and the public (including persons with disabilities) and has provided information regarding the plan and the planning process, including the plan and supporting documentation, in alternative formats when requested and that any comments representing disagreement with the plan are included with the local plan forwarded to DEED (as the Governor's representative) Section 118(c); Section 108 (d)
- C. that the public (including individuals with disabilities) have access to all of the local area board's and its components' meetings and information regarding the local area board's and its components' activities;
- D. that fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds paid through the allotments funded through the contract/master agreement issued by DEED have been established;
- E. that it is, and will maintain a certifiable local area board;
- F. that it will comply with the confidentiality requirements of WIA Section 136 (f)(3) and WIOA Section 116 (i)(3)
- G. that the respective contract/master agreement and all assurances will be followed;
- H. that it will ensure that no funds covered under the contract/master agreement are used to assist, promote, or deter union organizing;
- I. that this plan was developed in consultation with the local area board;
- J. that it acknowledges the specific performance standards for each of its programs and will strive to meet them;
- K. that the local area board members will not act in a manner that would create a conflict of interest as identified in 20 CFR 667.200(a)(4), including voting on any matter regarding the provision of service by that member or the entity that s/he represents and any matter that would provide a financial benefit to that member or to his or her immediate family;
- L. that local area board and staff are aware of local WorkForce Center services, and are working with and referring to the WorkForce Center services as appropriate;
- M. that all staff are provided the opportunity to participate in appropriate staff training;
- N. that, if applicable, the local area board must maintain the currency of its information in the System Award Management until submission of the final financial report or receive the final payment, whichever is later;
- O. that sponsored (in whole or in part) conferences are charged to the grantee as appropriate and allowable; and
- P. that funds are not used for the purpose of defraying costs of a conference unless it is directly and programmatically related to the purpose of the award.
- Q. that the local area board and its sub-grantees must also adhere to the same certifications and assurances that DEED must assure.

SIGNATURE PAGE

Local Workforce Development
Area Name WSA #2 Rural Minnesota CEP, Inc.

Local Area Board Name WSA #2 Workforce Development Board

Name and Contact Information for the Local Area Board Chair:

Name Ms. Carol Anderson
Title Owner/Operator
Organization Anderson Farms
Address 1 316 E. Broadway PO Box 356
Address 2 _____
City, State,
ZIP Code Little Falls, MN 56345
Phone 320-632-5466
E-mail mcdc@fallsnet.com

Name and Contact Information for the Chief Local Elected Official(s):

Name Ms. Janet Green, Chair
Title Administrator
Organization Emmanuel Community
Address 1 1415 Madison Avenue
Address 2 _____
City, State, ZIP
Code Detroit Lakes, MN 56501
Phone 218-844-7112
E-mail janetgreen@ecumen.org

We, the undersigned, attest that this submittal is the Program Year 2016-2017 Local Plan for our Workforce Development Board and Local Workforce Development Area and hereby certify that this Local Plan has been prepared as required, and is in accordance with all applicable state and federal laws, rules and regulations.

Local Area Board Chair**Chief Local Elected Official**

Name Carol Anderson

Name Janet Green

Title Workforce Development Board
Chair

Title RMCEP Board of Directors Chair

Signature _____

Signature _____

Date _____

Date _____

REGIONAL OVERSIGHT COMMITTEE

Regional Workforce Development Area

Regional Workforce Development Area 1

Local Workforce Development Area

Local Workforce Development Area 2 (Rural Minnesota CEP, Inc)

MEMBER	ORGANIZATION
Carol Anderson	Owner – Anderson Farm
Kristine “Kiki” Anderson	Executive Director – NWPIC
Terry Blake	Owner – Ada-Felton Country Store
Sue Boehland	Freshwater Education District
Kirsten Fuglseth	ABE Regional Coordinator
Janet Green	Executive Director, Ecumen-Detroit Lakes
Kathy Guess	Owner – Guess Enterprises
Catherine Johnson	Inter-County Community Council
Sue Johnson	Sanford Health Foundation
Sandy King	West Central Initiative
Vicki Leaderbrand	Operations Director/HR – RMCEP
Michael Moore	Polk County Private Business

Craig Nathan	Director of Field Operations – RMCEP
Julie Sachs	Minnesota DEED
Bonny Stechmann	Minnesota DEED
Dan Wenner	Executive Director – RMCEP

LOCAL WORKFORCE DEVELOPMENT AREA CONTACTS

ROLE	Contact Name	Phone	Email	Reports to (name only)
Rapid Response Liaison for Mass Layoffs (see section C.2.D.)	Vicki Leaderbrand	218-847-0718	vickil@rmcep.com	Daniel J. Wenner
Equal Opportunity Officer (see section D.3.B.)	Vicki Leaderbrand	218-847-0718	vickil@rmcep.com	Daniel J. Wenner
Program Complaint Officer (see section D.5.B.)	Vicki Leaderbrand	218-847-0718	vickil@rmcep.com	Daniel J. Wenner
Records Management/Records Retention Coordinator (see section D.16.C.)	Nancy Bisek	218-847-0732	nancyb@rmcep.com	Daniel J. Wenner
ADA Coordinator (see section D.22.)	Vicki Leaderbrand	218-847-0718	vickil@rmcep.com	Daniel J. Wenner
Data Practices Coordinator (see section D.22.)	Nancy Bisek	218-847-0732	nancyb@rmcep.com	Daniel J. Wenner
English as Second Language (ESL) Coordinator (see section D.22.)	Vicki Leaderbrand	218-847-0718	vickil@rmcep.com	Daniel J. Wenner

Official Name of WorkForce Center Alexandria Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Char Hirte	320-762-7800	charh@rmcep.com	Greg Kaiser
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Eric Wittbrodt	218-739-7565	eric.wittbrodt@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Sylvia Galbraith	320-762-3312	sgalbrai@alexandria.k12.mn.us	Lynn Jenc
Carl Perkins Post-Secondary Manager	Judi Anderson	320-762-4422	judia@alextech.edu	VP of Student Services

Adult	Same as Site Representative
Dislocated Worker	
Youth	

Official Name of WorkForce Center Bemidji Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Caroline Rogers	218-333-8200	caroliner@rmcep.com	Sue Hilgart
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Randa Lundmark	218-333-8205	Randa.lundmark@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Kirsten Fuglseth	218-894-2497	kfuglseth@nw.service.k12.mn.us	Bruce Jenson
Carl Perkins Post-Secondary Manager	Robert Griggs	218-755-2068	rgriggs@bemidjistate.edu	Dr. Richard Hanson
Adult	Same as Site Representative			
Dislocated Worker				
Youth				

Official Name of WorkForce Center Brainerd Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Sue Hilgart	218-828-2450	sueh@rmcep.com	Craig Nathan
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Eric Wittbrodt	218-739-7565	eric.wittbrodt@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Orla Kenton	218-855-8165	orla.kenton@isd181.org	Cori Reynolds
Carl Perkins Post-Secondary Manager	Paul Preimesberger	218-855-8163	ppreimesberger@clcmn.edu	Dave Hietala
Adult	Same as Site Representative			
Dislocated Worker				
Youth				

Official Name of WorkForce Center Detroit Lakes Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Kelley Nowell	218-847-0700	kelleyn@rmcep.com	Greg Kaiser
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Randa Lundmark	218-333-8205	Randa.lundmark@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman

Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Amy Fish	218-844-5760	afish@detlakes.k12.mn.us	Doug Froke
Carl Perkins Post-Secondary Manager	Jill Abbott	218-846-3796	jill.abbott@minnesota.edu	Carrie Brimhall
Adult	Same as Site Representative			
Dislocated Worker				
Youth				

Official Name of WorkForce Center Fergus Falls Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Kelley Nowell	218-739-7675	kelleyn@rmcep.com	Greg Kaiser
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Eric Wittbrodt	218-739-7565	eric.wittbrodt@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Sara Sundberg	218-988-0544	ssundberg@fergus.otters.org	Todd Wagner
Carl Perkins Post-Secondary Manager	Jill Abbott	218-846-3796	jill.abbott@minnesota.edu	Carrie Brimhall
Adult	Same as Site Representative			
Dislocated Worker				

Youth	
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Official Name of WorkForce Center Little Falls Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Brian Gapinski	320-232-200	briang@rmcep.com	Sue Hilgart
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Eric Wittbrodt	218-739-7565	eric.wittbrodt@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Linda Oman	218-894-5400	loman@isd2170.k12.mn.us	Mag Patridge
Carl Perkins Post-Secondary Manager	Norma Konschak	320-308-5382	nkonschak@sctcc.edu	Bruce Peterson
Adult	Same as Site Representative			
Dislocated Worker				
Youth				

Official Name of WorkForce Center Moorhead Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Theresa Hazemann	218-287-5060	theresah@rmcep.com	Greg Kaiser
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Randa Lundmark	218-333-8205	Randa.lundmark@state.mn.us	Roland Root

State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Tammy Schatz	218-284-3460	tschatz@moorheadschoools.org	Dr. Lynne Kovash
Carl Perkins Post-Secondary Manager	Jill Abbott	218-846-3796	jill.abbott@minnesota.edu	Carrie Brimhall
Adult	Same as Site Representative			
Dislocated Worker				
Youth				

Official Name of WorkForce Center Wadena Workforce Center

ROLE	Contact Name	Phone	Email	Reports to (name only)
Site Representative	Darla Hoemberg	218-631-7660	darlah@rmcep.com	Sue Hilgart
Job Service Manager	Julie Sachs	218-847-0722	Julie.sachs@state.mn.us	Dave Niermann
Vocational Rehabilitation Services Manager	Eric Wittbrodt	218-739-7565	eric.wittbrodt@state.mn.us	Roland Root
State Services for the Blind Manager	Steve Larson	218-825-2185	Stephen.d.larson@state.mn.us	Michael Newman
Local Workforce Development Area Director	Daniel J. Wenner	218-847-0717	danw@rmcep.com	Board of Directors
Adult Basic Education (ABE)	Stephanie Drange	218-632-2450	sdrange@wdc2155.k12.mn.us	Sandie Rentz
Carl Perkins Post-Secondary Manager	Paul Preimesberger	218-855-8163	ppreimesberger@clcmn.edu	Dave Hietala
Adult				

Dislocated Worker	Same as Site Representative
Youth	

LOCAL AREA BOARD MEMBERSHIP LIST

Regional Workforce Development Area

Regional Workforce Development Area 1

Local Workforce Development Area

Local Workforce Development Area 2 (Rural Minnesota CEP, Inc.)

MEMBER	POSITION/ORGANIZATION	TERM ENDS
REPRESENTATIVES OF BUSINESS IN LOCAL WORKFORCE DEVELOPMENT AREA (must be majority)	Terry Blake (Owner, Ada-Felton Country Store)	6-30-18
	Michelle Colvert (Employment Representative, CCRI)	6-30-17
	Eloise Graves-Jallen (Controller, Red Lake Builders)	6-30-17
	Stephen Lackner (HR Manager, Avantech)	6-30-16
	Kathleen Guess (Owner, Guess Enterprises)	6-30-18
	Don Martodam (Owner, Martodam Holdings)	6-30-16
	Jerry Arneson (Ag/Business Banker, Bell State Bank & Trust)	6-30-18
	Ed Bolas (CFO, DyCast Specialties)	6-30-18
	John Tormanen (Director of Mission & HR, CHI St. Joseph's Area Health Services)	6-30-17
	Twyla Flaws (Personnel Manager, Clow Stamping Company)	6-30-16
LABOR & COMMUNITY-BASED ORGANIZATIONS (20% Minimum and 2 or more nominated by state labor federations and one joint labor-management apprenticeship program labor organization or training director)	Michael Harrom (Business Representative, North Central Regional Council of Carpenters)	6-30-18
	Darrell Lende (Business Agent, Plasterers & Shophands Local 633)	6-30-16

	Paul Anderson (State Operations Coordinator, Experience Works, Inc.)	6-30-16
	Sandy King (Vice President – Philanthropy & Programs, West Central Initiative)	6-30-17
EDUCATION & TRAINING (Required: ABE; Higher Education)	Sue Boehland (Program Director, Freshwater Education District)	6-30-18
	Stephanie Drange (Director of Adult Basic Education, Lakes and Prairies Adult Basic Education Consortium)	6-30-17
GOVERNMENT (Required: Economic Development; Job Service; Rehabilitation)	Eric Wittbrodt (Area Supervisor, Rehab Services, MN DEED)	6-30-16
	Julie Sachs (Field Operations Area Manager, MN DEED)	6-30-16
	Sandy Voigt (Regional Businesses Specialist, Region Five Development Commission)	6-30-17
	Daryl Bessler (Hubbard County Social Services)	6-30-17

CONTACT INFORMATION

NAME	ADDRESS/PHONE/EMAIL
Chair – Carol Anderson	Community Development of Morrison County 316 East Broadway P.O. Box 356 Little Falls, MN 56345 Cell: (320) 492-1663 Email: mcdc@fallsnet.com
Vice Chair – Sue Boehland	Freshwater Education District 1100 Fifth Street NE, #2 Staples, MN 56479 Cell: (218) 639-1160 Email: sboehland@fed.k12mn.us
Secretary – Terry Blake	Ada-Felton Country Store 615 Sixth Street P.O. Box 595 Felton, MN 56536-0595 Cell: (701) 212-7641 Email: dblake539@feltontel.net

LOCAL AREA BOARD SUBCOMMITTEE LIST

Regional Workforce Development Area	Regional Workforce Development Area 1
Local Workforce Development Area	Local Workforce Development Area 2 (Rural Minnesota CEP, Inc)

Committee Name	Objective/Purpose
<i>Youth Council</i>	Oversee the planning and funding of effective youth programs operated by WSA 2.
<i>WDB Business Committee</i>	Review the funding and performance progress and status for all programs operated by WSA 2.

LOCAL WORKFORCE DEVELOPMENT AREA SUB-GRANTEE LIST

Regional Workforce Development Area

Regional Workforce Development Area 1

Local Workforce Development Area

Local Workforce Development Area 2 (Rural Minnesota CEP, Inc)

Name of Sub-Grantee	Services Provided	Funding Source	Sub-Grantee located in which WFC?	If not in WFC, provide Address, City, State, ZIP Code
Not applicable				

LOCAL WORKFORCE DEVELOPMENT AREA NON-WFC PROGRAM SERVICE DELIVERY LOCATION LIST

Regional Workforce Development Area

Regional Workforce Development Area 1

Local Workforce Development Area

Local Workforce Development Area 2 (Rural Minnesota CEP, Inc)

Name and Location (City)	Program Service Delivered
Not applicable	

LOCAL WORKFORCE DEVELOPMENT AREA KEY INDUSTRIES IN REGIONAL ECONOMY

Key Industries in the Regional Economy for Northwest Minnesota are:

Healthcare/Social Assistance

Manufacturing

Agriculture

Wholesale Trade

Distinguishing Industries in the Regional Economy for Northwest Minnesota are:

Pipeline Transportation Fishing/Hunting/Trapping Transportation Equipment Manufacturing.

NOTE: At a regional stakeholder meeting, it was also noted that education should also be a focus industry in this region.

With 36,817 jobs at 1,464 establishments, healthcare and social assistance is the largest employing industry in Northwest Minnesota, accounting for 17 percent of total jobs in the region. That is approximately the same concentration of healthcare and social assistance in the state. However, Northwest lost jobs in this sector since 2010, while the state added nearly 35,000 healthcare jobs in that time, an 8.3 percent increase. Due to the region's older population, the largest sector was nursing and residential care facilities, followed by ambulatory health care services, hospitals, and social assistance.

The second largest industry in Northwest is manufacturing, which has 28,544 jobs at 819 establishments, after expanding 12.3 percent since 2010. This rate of growth was nearly twice that for manufacturing at the state level, which grew 6.7 percent. At \$46,488, average annual wages were over \$10,000 higher in manufacturing than the total of all industries in the area. Retail trade is the third largest industry, with 27,670 jobs at 2,404 establishments. Wages are relatively low in retail trade, and the industry has seen very little job growth in Northwest in recent years.

Other important industries in Northwest include educational services, accommodation and food services, public administration, wholesale trade, construction, other services, transportation and warehousing, finance and insurance, and agriculture. Thirteen of the 20 main industries in the region added jobs since 2010, with huge gains in manufacturing, wholesale trade, administrative support – which includes temporary staffing agencies – and waste management services, construction, agriculture, and management of companies. Even more impressive, 16 of the 20 industries gained jobs in the past year, led by ongoing gains in wholesale trade, construction, manufacturing, and accommodation and food services. Only retail trade suffered notable job losses from 2013 to 2014 as the region's economy strengthened.

Northwest Minnesota stands out in the state for its higher concentrations of employment in healthcare, manufacturing, agriculture, and wholesale trade. Northwest Minnesota has 8 percent of total state employment, but over 40 percent of the state's jobs in pipeline transportation; fishing, hunting and trapping; and transportation equipment manufacturing; leading to location quotients above 5.0

The 26-county Northwest Minnesota Planning Region is projected to grow 5.9 percent from 2012 to 2022, a gain of 14,999 new jobs. The largest and fastest growing industry is expected to be health care and social assistance, which may account for nearly 40 percent of total projected growth in the region. Northwest is also expected to see significant employment growth in retail trade, construction, wholesale trade, and agriculture, forestry, fishing and hunting. In contrast, the region is expected to see declines in finance and insurance, information, utilities, and mining.